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ABSTRACT

This unit of study on Black American history is divided into three sections. The first section presents the scope and sequence of topics and is intended as an aid to the teacher. The main ideas to be developed in the course are presented with a detailed outline of the content. This is followed by a teaching section which includes behavioral objectives and suggested learning activities for teaching the main and component ideas of each course. The appendix includes additional learning materials and a bibliography of references and supplementary materials. Topics covered in the study unit include the African background, slavery, the Civil War, Reconstruction and the post-Reconstruction era, and problems and progress in the twentieth century. (Author/MK)

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BLACK AMERICANS - YESTERDAY AND TODAY

A RESOURCE UNIT
for the
INTERMEDIATE GRADES

INSTRUCTIONAL RESOURCE CENTER - DISTRICT I
METROPOLITAN NASHVILLE SCHOOLS

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BLACK AMERICANS - YESTERDAY AND TODAY

Dear Teacher,

The purpose of this unit of study is to help students gain clearer understanding and knowledge of the history of the Black American people. Although the study of Black Americans should be treated at all grade levels and integrated into the regular social studies curriculum rather than set apart by itself, it is felt that at least one in-depth study during the elementary school years will be of great interest and will help to build bridges of understanding.

The content of this unit of study is specifically designed for the Intermediate grades. The format is in three parts:

1. Outline of Content
   --This section presents the scope and sequence of topics and is intended as an aid for the teacher.
2. Unit Development
   --This is the teaching section, divided into parts which develop the Main Ideas (Concepts) and their accompanying Component Ideas, Behavioral Objectives, and Suggested Learning Activities.
3. Appendix
   --Additional materials and suggestions which may be used in lesson development.

This unit of study is written from a historical perspective, tracing the story of black people of America from their African background through various periods of history including modern day America.

Best of Luck,

INSTRUCTIONAL RESOURCE CENTER
District I - 1972-73

BLACK AMERICANS - YESTERDAY AND TODAY

A Resource Unit for the Intermediate Grades

MAIN IDEAS TO BE DEVELOPED:

I. The ancestors of most American Negroes came from the area in West Africa known as the Sudan, the site of a number of highly developed civilizations which had their origin before recorded history.

II. Slavery and the slave experience have had a marked effect upon the position of black people in America.

III. The Civil War marked the end of slavery and the beginning of the black man's struggle to gain those human rights guaranteed by the Constitution of the United States.

IV. In the search for equality in American society, black Americans of the twentieth century have made significant gains, while continuing to make notable contributions to the total welfare of the nation.

BLACK AMERICANS - YESTERDAY AND TODAY

A Resource Unit for the
Intermediate Grades

OUTLINE OF CONTENT

I. The African Background

A. The early African way of life

1. Political organization

   a. simplest type: family grouping
      --oldest man of tribe usually the chieftain, making important decisions

   b. tribal or clan grouping
      --several families joined together
      --more powerful and highly organized than family grouping

   c. village state
      --merger of several clan villages
      --occurred in some areas

   d. small kingdom
      --merger of several village states
      --rulers had great power
        --had regular courts and were surrounded with nobles and advisors
      --some had royal doctors, royal huntsmen, and royal swordbearers
      --taxes were collected
      --some took regular census of all their people

2. Occupations

   a. farming - chief occupation
      --individually owned farms
      --community-owned farms

   b. hunting and fishing

   c. herding -- sheep, cattle, goats, chickens

   d. making tools and ornaments from metals
      --among earliest people to use iron successfully
      --some historians think iron used in Africa before it was known in Europe and Asia
      --blacksmiths smelted iron from ore and shaped it into tools and objects of beauty
      --made beautifully designed objects from gold, silver, bronze, and copper
      --combined metals into alloys

e. crafts
   - baskets, woven cloth, glazed pottery wood carvings, and rugs
   - whole villages often specialized in making one product
     - as a result, trade developed between tribes and village states
     - constant give and take of ideas and products among village states

3. Religion

   a. differed in various parts as to beliefs and customs

   b. belief in one all-powerful God who had created world and all its people

   c. belief that spirits of men lived after death
      - spirits continued to live on earth, close to living members of their families

   d. partly based on worship of the spirits of their ancestors (ancestor worship)
      - thought spirits watched over and protected them
      - worshiped these spirits as well as the places where it was thought spirits lived

   e. priest an important member of every tribe and village
      - he alone had power to communicate with spirits and to conduct ceremonies of religious worship

4. The Arts

   a. Arts and crafts
      - highly original and done with skill
      - sometimes expression of religious feeling
      - strange carvings, representing ideas of what spirits looked like
      - carving an important art form
        - ivory, wood, stone
      - pottery - original designs and glazing
      - weaving - baskets, cloth, tapestries, mats
      - jewelry - gold, silver, bronze, brass

b. Music
--tom-toms
  --used to accompany dancing

--singing
  --lullabies, dance songs, work songs, religious songs
  --"call and response" songs
    --solo voice sings "call" - chorus joins in "response"

--instruments
  --flutes, violins, harps, guitars, zithers, xylophones, trumpets, bugles
--ritualistic and often religious in nature
--complex in rhythm and arrangement

c. Literature

--communication difficult due to many different languages
--communication by spoken work
  --oral literature became part of lives
  --fables repeated by fathers to sons
  --storytellers went from village to village
  --stories handed down
--many types of stories and poems
  --tales of spirit world
  --moral tales
  --epic poems describing acts of courage
  --love songs, comic songs, funeral recitations
  --proverbs

B. Three West African Kingdoms

1. Ghana

a. First great black civilization of the Sudan
--began approximately 300 A.D.
--reached its greatest power between 800 and 1050 A. D.
--name means "Warrior King"
--became powerful empire with centralized government
--not the same location as present-day Ghana

b. Kings had great power
--usually good businessmen
--required taxes and tributes
--strongest king was Tenkamenin, who ruled in mid 1000's
  --lived in beautiful, well-fortified castle
  --fabulously wealthy

c. People made a living in numerous ways
--farming (date groves, cattle, sheep, horses)
--trading - most important occupation
--Ghana merchants traded gold, rubber, and ivory for salt, textiles, sugar, wheat, and brass from other lands
--Ghana became rich as a result
--power and wealth due to fortunate trading routes
--iron smelting

d. Ghana lost power after 1076
--invaded by Almoravid rulers who were new converts to Islam (Moslem religion)
--Almoravids gained control of gold mines
--forced people to pay taxes and tributes
--destroyed territory and seized property
power of kings was weakened
--people separated into tribal groups
--Almoravids finally lost control
--Ghana seized by the Sosso kingdom
--people reduced to slavery
--empire destroyed
--the Sossos were conquered by Mali, a stronger power

2. MALI (Melle, Mellestine, Mandingoland)

a. Second great Black civilization of the Sudan
--began about 600 A.D.
--reached its greatest height between 1200 and 1400 A.D.
--an orderly and just kingdom
--located south of early Ghana

b. Two kings were responsible for the building and growth of Mali
--Sundiata Keita ruled from 1230 to 1255 A.D.
--defeated army of Sosso in 1240
--beginning of Mali empire
--Mansa Musa (Gonga Musa)
--became king in 1307, ruled to 1332 A.D.
--most famous
--under influence of Islam, made a pilgrimage to Mecca in 1324
--accompanied by 60,000 people: soldiers, secretaries, servants, 500 slaves, and others
--took 24,000 lb. of gold to give away
--took 80 camels to carry gold
--lavishness caused mild inflation and decrease in gold value
--great spiritual and cultural uplift during his reign

c. People made a living in various ways
--farming
--weaving, tanning, dyeing
--construction
--working with wood and metals
--trading - gold and slaves - most important occupation

d. Cultural, religious, and learning centers developed
--people devoutly religious, many Moslems
--two important centers: Jenne and Timbuktu, on the routes of trading caravans
--great desire for learning and culture

e. Decline of empire during 15th century
--overrun by empire of Songhai

3. Songhai (Songhay)

a. Third great kingdom of West Africa
--began about mid-15th century
--largest and strongest of the three
--located in area near bend of Niger River

b. Culture drawn from several sources
--from Ghana and Mali came traditions of farming, commerce, and mining
--rich gold deposits attracted traders from Europe and Asia
--ideas and products exchanged with people of their countries.

c. People made a living in various ways
--cattle-raising, farming, hunting
--trading

d. Education helped kingdom to progress
--University of Sankore, Moslem University in Timbuktu, known throughout civilized world

e. Sunni Ali was a great ruler
--became king in 1464
--was loved by his people
--Songhai became great nation under his leadership
--refused to accept Moslem religion
  --practiced tribal beliefs of early ancestors
--gained control of trade routes along Niger River
  --collected taxes and tributes from travelers
  --Songhai became rich and powerful as a result
--Sunni Ali drowned in 1492 in Niger River

f. Askia Mohammed, Songhai's greatest king, came to throne in 1493
   --brought kingdom to high degree of civilization
   --established new schools of learning
   --reorganized administrative system that governed empire
      --divided kingdom into sections or provinces
      --appointed governors to rule over separate provinces
      --justice administered according to rules of Moslem religion
      --improved system of banking and credit
      --reorganized army and extended boundaries of empire
      --revived influence of Islam
   --destroyed kingdom of Mali in 1502
   --captured other lands
   --dethroned by one of his sons in 1529

g. Moors (Moslems from Morocco) invaded Songhai in 1591
   --used firearms as weapons
   --captured the great cities and looted them
   --ruled for 25 years
   --destroyed the culture of the civilization
   --left Songhai in 1618

h. Songhai people had lost security, power, and fame they once enjoyed

i. West Coast fell victim to European traders and eventually to the slave trade
   --course of African history took a different turn
   --the age of African empire ended
   --national identity was lost

II. Slavery

A. In Ancient Civilizations

1. Existed in Egypt as early as 2600 B.C.

2. Existed in ancient Babylonia, Assyria, Greece, and Rome

3. Involuntary slavery was the result of

a. capture in warfare (the most common)

b. punishment for crime

c. nonpayment of debts

d. kidnapping and piracy on the high seas

4. Voluntary slavery sometimes occurred

    a. people could sell themselves or members of their family to pay taxes and debts

5. It was a widespread practice

    a. not considered wrong

    b. based on unfortunate circumstances rather than race or color (devoid of racial connotations)

    c. possible to obtain freedom
       --through marriage into master's family
       --manumission
       --purchasing one's freedom
       --escaping into free land

6. It was the lowest form of social levels in West Africa

    a. forced to do strenous, undesirable work

    b. could be put to death for disobedience

    c. allowed civil and social rights

    d. formed a part of the extended household

B. European Slave Trade

1. Expanded by the Portuguese, who began the overseas slave trade

    a. begun during reign of Prince Henry, who explored coast of West Africa in 15th century

    b. Portuguese seaman bartered with tribal chieftains and kings, exchanging cloth, trinkets, rum and other articles for gold and slaves.

    c. slaves taken to forts along the coast to await sale

2. Slaves were branded and put in cramped quarters on slave ships

    a. placed in a position to accommodate the greatest number possible

    b. food, water, and space very scarce on ships

    c. hardships, cruelty, disease, and death were common

    d. slaves shackled together by twos, with hands and feet joined

    e. sometimes chained to the deck by the legs and neck

3. Slave ships followed a triangular route
    a. traveled from homeland to African coast
    --secured slaves and supplies
    b. continued westward across Atlantic to West Indies, South America, or North America
    --slaves unloaded and sold
    --this segment of journey called "Middle Passage."
    c. returned to homeland to secure more supplies for trade
4. Portuguese monopoly of gold and slave trade was challenged repeatedly by other European countries
    a. finally lost control of African coast
5. African nations were weakened and destroyed in the process of supplying demand for slaves

C. In the West Indies

1. Many slaves worked on sugar plantations
2. They were treated very severely by overseers
3. They suffered cruelty, punishment, hunger, and long working hours
4. Revolts and uprisings became common
    a. Haitian revolt, 1791, led by Toussaint L'Ouverture, was the most important one
5. Many slaves were sent to colonies in North America

D. In Colonial Times in America

1. Had its beginning in the English colonies in 1619
    a. Negroes first brought to Virginia as indentured servants
    --after working for a specified number of years for a master, indentured servants were set free
2. Dutch and English traders brought shiploads of Negroes to the colonies
    a. they were needed to clear land and build settlements
3, Slavery was made legal in the colony of Virginia in 1661 and in other colonies soon after

4. Growth of slavery was tied directly to economic needs of early settlers

    a. landowners began to grow more and different kinds of crops, creating the need for cheap labor

    b. slaves could be purchased for a cheaper price than indentured servants and were purchased for life

    c. upkeep of slaves was very inexpensive to owners

5. Rebellion against slavery became common during the colonial and post-colonial periods

    a. many escape plots were discovered during the late 17th and early part of the 18th century

    b. Gabriel Prosser, a Virginia slave, devised a plot to deliver his people from captivity
    --made plans to attack Richmond, Virginia on August 30, 1800
    --plans were betrayed - Prosser and 35 of his followers were caught and hanged

    c. Denmark Vesey, a black man from South Carolina, planned an extensive revolt in 1822
    --betrayed by a house slave
    --Vesey and 36 others were killed

    d. Nat Turner led the greatest revolt of all in Virginia in 1831
    --he was a deeply religious preacher
    --felt he was called by God to lead his people out of bondage
    --planned, along with several others, to massacre all the whites on the nearest plantation, gather followers and move on to the next
    --about sixty whites were killed before the rebellion was stopped
    --Turner was captured and put to death

6. Resistance against slavery was predicated in part by the fact that many of the first slaves in America were products of a highly developed educational and social system in Africa

    a. Slaves came from all walks of life

    b. Doctors, surgeons, lawyers, authors, and professors were among those placed on the auction block

E. On Plantations

1. Planter and family usually lived in a large, beautifully furnished house

2. Slave quarters and outbuildings (barn, stables, carriage house, smoke house, blacksmith shop, kitchen, etc.) surrounded the big house

3. Slaves provided the labor in fields and buildings

4. Slaves were divided into two groups

   a. field hands
      --did heavy work of clearing and cultivating land and tending crops
      --worked from sunrise to sunset
      --treatment often brutal
      --housing and food very poor
      --suspicious and envious of house slaves

   b. house slaves
      --cooks, laundresses, maids, butlers, nurses for children
      --received much better treatment than field hands
      --usually better fed and clothed than field hands
      --closely associated with planter's family, for whom many felt loyalty and affection

5. Much necessary equipment had to be made on the plantation

   a. skilled slaves worked as
      --carpenters
      --brickmakers
      --coopers
      --blacksmiths
      --butchers
      --craftsmen

F. Revolutionary War Era

1. Colonists rebelled against strict laws passed by British

   a. required to support the British army stationed in the colonies

   b. Navigation Act - Placed limits on colonial shipping

   c. Stamp Act - placed tax on wills, leases, bills of sale, and other documents; protested on grounds of "taxation without representation."

2. Open conflict between the colonists and the British occurred on March 5, 1770, known as the Boston Massacre

    a. Crispus Attucks, a Negro sailor and escapee from slavery, was among the first patriots to lose his life for the freedom of the colonies

    b. This occurrence laid the foundation for American independence

3. Negroes in the British Army

    a. British Commander-in-Chief promised freedom to American slaves in exchange for their service in the British army

    b. Thousands of slaves in the South escaped from their masters and joined British forces

    c. They were used primarily as laborers, rather than fighters
    --carpenters, teamsters, blacksmiths, and axmen
    --guides and spies

    d. A few were given arms and fought as soldiers for the British

    e. At the end of the war, British ships carried about 14,000 Negroes to Canada and the British West Indies
    --fulfilled the British promise of freedom

4. Negroes in the Continental Army

    a. In the beginning, Negro soldiers were not welcomed as recruits; after the British Army began accepting blacks, the Continental Army changed its policy

    b. Negro soldiers exhibited great courage in battle

    c. Peter Salem was a hero of the Battle of Bunker Hill in June, 1775, having also fought at Lexington and Concord.

    d. Salem Poor fought with distinction in the Battle of Charlestown in June, 1775.

    e. Prince Shipple rode with George Washington in the boat which crossed the Delaware River on Christmas Day, 1776.

f. Austin Dabney was a slave who entered the army and for his bravery was awarded a tract of land in Georgia and a pension from the U. S. Government.

g. More than 5,000 Negroes had served in the Continental Army by the end of the Revolutionary War, some as free men and some as slaves.

G. Noteworthy Negroes of the Revolutionary War Era

1. In addition to war heroes, many Negroes made notable contributions to the new nation.

a. Benjamin Banneker
--born of free parents in the colony of Maryland in 1731
--studied under a Quaker schoolmaster
--became an inventor, a surveyor, a mathematician, and an astronomer
  --made the first clock in Maryland and possibly the first striking clock in the American colonies
  --studied the stars, accurately predicted solar eclipses
  --authored the *Banneker Almanac* for several years
  --appointed by President Thomas Jefferson to assist in preparing the plans for the city of Washington, D. C.

b. Phyllis Wheatley
--born in Africa
--captured and sent to America when she was eight years of age, arriving in Boston in 1761
--became a maid to the wife of a John Wheatley
--taught to read by the Wheatley's daughter
--a frail and weak girl all her life
--the Wheatleys gave her her freedom and sent her to London, hoping her health would improve
--published her first book, *Poems on Various Subjects*, in 1773, in London
--returned to Boston as a well-known poet
--had an unfortunate marriage and lost two children to disease
--became poverty-stricken
--died in 1784 as a result of overwork and poor health
--the first Negro woman in America to become an author

c. Paul Cuffe
- born of free parents in Massachusetts in 1759
- had a love for the sea
  - became a sailor on a trading ship when he was in his teens
  - built his first sailing ship himself
  - became the owner of several trading ships and amassed a fortune
  - worked to improve living conditions of free Negroes
    - at age 19, he sued in court for the right to vote but lost his case
    - five years later, in 1783, Massachusetts passed a law extending voting rights to free Negroes
- Opened a school for Negro children in New Bedford, Massachusetts
  - built on his own farm
  - hired a teacher and paid the salary
- became interested in the movement to establish a free colony for Negroes in Sierra Leone, Africa
  - sailed to Sierra Leone in 1811
  - made arrangements to establish a special colony, called the Friendly Society for American Negroes
  - took the first colonists to the Friendly Society in 1815, using one of his own ships; 38 settlers made the voyage
  - died in 1817 and the efforts for colonization died with him

d. James Derham
- born a slave in Philadelphia in 1762
- grew up in the household of a doctor
  - was given training in the mixing of medicines by his doctor-owner
  - went with the doctor on his calls and learned much about medicine
- sold to another doctor during Revolutionary War
  - a surgeon who took James with him when he served in the Continental Army
- after the war, James was sold to a third physician, Dr. Robert Dove
  - took him to New Orleans
  - permitted him to earn his freedom
  - helped him get started in the practice of medicine
- he became the first Negro doctor in the United States
  - successful and respected
  - treated both white and black patients in New Orleans

e. Richard Allen
   - born into slavery
   - his master allowed him to hire out for wages, from which he saved $2000 and paid for his freedom
   - was interested in religious matters
     - traveled with a minister and helped with services in Pennsylvania, Maryland, and New Jersey
     - became a minister in his own right
   - moved to Philadelphia in 1786
     - attended church there and was disturbed by the prejudice and rude treatment of Negroes
   - envisioned a separate church for Negroes
     - helped organize the Free African Society in 1787
     - Free African Society provided money and other help to needy people in Philadelphia, both black and white
   - Allen and other free Negroes organized the Bethel African Methodist Episcopal Church in 1794
   - In 1816, under Allen's leadership, 16 independent Negro churches joined into a national organization
     - called African Methodist Episcopal Church
     - Allen became the first Bishop

f. More than 5000 Negroes had served in the Continental Army by the end of the war

H. Postponement of Freedom

1. The Constitutional Convention, held in Philadelphia in 1787, met to formulate laws and powers of the new United States Government.

   a. decided that laws would be made by Congress, a group of men elected from each state.
      - two groups or houses: Senate and House of Representatives.
      - each state would send two representatives to the Senate.
      - membership in House of Representatives would be based on population.

   b. each state would pay taxes according to its population.

   c. a large population was an advantage when electing Representatives, but a disadvantage when paying taxes.

d. farming states in the South wanted to count slaves two different ways:
  - --when deciding on the number of Representatives, they wanted to count slaves as people.
  - --when deciding on the amount of taxes to be paid, they wanted to count slaves as property.

e. states which had fewer slaves would not agree with having two ways to count slaves.
  - --a compromise was reached, stating that three slaves out of every five should be counted as population.

f. the new constitution stated that after 20 years, no more slaves would be brought in from Africa.

2. Laws were passed to prevent slaves from trying to escape their bondage.

   a. The Fugitive Slave Law
     - --passed in 1793
     - --stated that runaway slaves must be returned to their masters.

3. The opening of new territory in the west led to new problems related to slavery

   a. Three important laws were passed by Congress concerning slavery and the western territories
     - --The Missouri Compromise (1820)
       - --dealt with slavery in the Louisiana Territory
       - --territory divided into two sections: one slave, one free
       - --any new state formed north of the dividing line (36'30') would be free
       - --any new state formed south of the dividing line would be slave

     - --The Compromise of 1850
       - --dealt with slavery in the territory won in the Mexican War
       - --granted California the right to become a free state
       - --allowed settlers who lived in the new region to decide for themselves about slavery
       - --when there were enough people to form a state they had the right to vote on whether the state would be slave or free

     - --The Kansas-Nebraska Act (1854)
       - --dealt again with slavery in the Louisiana Territory

--objection to Missouri Compromise by settlers in Kansas and Nebraska, who lived north of the dividing line and wanted the right to decide for themselves about slavery
--the passage of this law nullified the Missouri Compromise

b. The Supreme Court finally became involved with the slavery problem
--The Dred Scott Case - 1857
  --Dred Scott was a slave who had been taken by his master from Missouri to free territory in the north
  --when the family returned to Missouri, Scott said he should be free, having lived in free territory
  --friends helped Scott take his case to court
  --the case finally went to the Supreme Court, which ruled that Dred Scott was not free and had no rights as a citizen
  --the Court also ruled that Congress had no power to exclude slavery from the Territories

c. Negroes helped open up the western territory

--George Bush
  --an explorer who reached the Pacific Coast by 1820
  --took his family west in 1842 and bought land in the Oregon Territory
  --said to have built the first sawmill and gristmill on Puget Sound
  --helped other pioneers in getting started on the frontier

--James Beckwourth
  --a trapper, explorer, guide, scout, Indian fighter, and teller of tall tales
  --knew Indian customs and languages
  --lived for many years with the Crow Indians and became a chieftain of their tribe
  --discovered a pass in the Sierra Nevada Mountains in California, which was named for him

--Barney Ford
  --born a slave in Virginia in 1822
  --served as a waiter on Mississippi River boats
  --ran away to Chicago and helped other runaway slaves
  --went to Nicaragua in the 1850's where he built and ran two hotels
  --returned to Chicago, where he heard about gold discoveries in the West

--went to Denver in 1860 to look for gold
--went into the banking and hotel businesses in Denver
--his hotel, the Inter-Ocean, in Denver, became the finest and most elegant between St. Louis and San Francisco; he sold it in 1874 for $75,000
--worked, along with other leading citizens of Denver, to have Colorado admitted into the Union as a state

--Stephen Estavanico
--he was brought to Spain as a slave from Africa.
--he was brought to the New World by Spanish explorers.
--as a member of the Coronado Expedition, he made explorations in the Southwest.
--he was killed by Indians when searching for the legendary "Seven Cities of Gold."

4. Some important inventions had a far-reaching effect on the slavery question.

a. the invention of a power spinning machine and loom by Samuel Slater in 1790 made it possible to make cloth much more rapidly.
--more cotton for making cloth was needed.

b. the invention of the cotton gin by Eli Whitney in 1793 solved the problem of removing seeds from cotton rapidly.
--southern planters began growing more cotton.
--more land and more labor was needed.
--as a result, the system of slavery became more firmly established.
--the slave trade with Africa flourished as never before.

I. The Antislavery (Abolitionist) Movement

1. During the period of western expansion, an important movement was organized, the Antislavery or Abolitionist Movement

2. The Abolitionist Movement was made up of many different kinds of people

3. Many southern white people were opposed to slavery

a. Elihu Embree
   - --businessman, slave owner, resident of Tennessee
   - --became a Quaker in 1812
   - --Quakers believed in the equality of all people
   - --Embree granted freedom to his slaves and became an active abolitionist
   - --published a weekly newspaper in 1820 called the Emancipator, in which he wrote articles encouraging the abolishment of slavery

b. John Fee
   - --grew up on a plantation in Kentucky
   - --took slaves for granted
   - --studied to be a minister
   - --began to think seriously about slavery and preached against it
   - --started an integrated school in Berea, Kentucky, called Berea Academy, which was reorganized as a college in 1858

4. Many northern white people worked to abolish slavery

a. William Lloyd Garrison
   - --a newspaperman who started the newspaper, the Liberator, and spoke out boldly against slavery
   - --an outstanding speaker who made many speeches against slavery
   - --helped establish the American Antislavery Society in 1833 in Philadelphia
   - --believed Negroes could make important contributions to society if given freedom and the opportunity to do so
   - --believed in the total and immediate end of slavery, by violence if necessary

b. James Birney
   - --printed an antislavery newspaper in Cincinnati, called The Philanthropist, which contained articles, sermons, poems, etc., against slavery
   - --considered a troublemaker by his opponents, who destroyed his printing press
   - --set up more presses and continued to publish his paper for a while longer
   - --left Cincinnati to become secretary of the American Antislavery Society in New York City

c. Wendell Phillips
   - --a lawyer who devoted his life to the antislavery cause
   - --served as a delegate to the World Antislavery Convention in London in 1840

d. Harriet Beecher Stowe
   - --published a book in 1852, called Uncle Tom's Cabin, which dramatically described the sufferings and cruel treatment of slaves
   - --her book influenced great numbers of people against slavery

e. John Brown
   - --a lifelong opponent of slavery
   - --started plans to invade the South and free the slaves
   - --on October 16, 1859, he and some of his followers attacked and captured the United States Armory at Harpers Ferry, Virginia
   - --his plan was to take guns and ammunition from the armory and give them to slaves so they could fight for their freedom
   - --United States troops, led by Colonel Robert E. Lee, overpowered and captured the raiders
   - --Brown and some of his followers were tried for treason, found guilty, and were hanged

5. Many Negroes, both free and slave, took an active part in the abolition movement

a. David Walker
   - --a writer, who in 1829 printed a pamphlet, called "Appeal," which described the unjust conditions of slavery

   - --denounced American Christians for allowing slavery to exist
   - --called upon slaves to revolt against their masters

b. Samuel Cornish (a minister) and John Russwurm (first Negro college graduate in the United States)
   - --printed first Negro newspaper in the United States, Freedom's Journal, in 1827

c. Frederick Douglass
   - --greatest of all Negro abolitionists
   - --speaker, newspaper editor, author
   - --born a slave in Maryland in 1817
   - --escaped from slavery at the age of 21
   - --bought his freedom in 1848
   - --served his country during and after the Civil War
   - --his home, Cedar Hill, in Anacostia, D.C. has been made a national shrine

d. Sojourner Truth
   - --born a slave, named Isabella, in 1797

--escaped from slavery and became free in 1827
--deeply religious
--took her new name because she believed the Lord had called her to sojourn, or travel, and speak the truth as she saw it
--worked with Union Army as a lookout and a spy

e. Robert Purvis
--wealthy Philadelphia business man

f. James Forten
--successful sailmaker in Philadelphia

6. The Underground Railroad, a system of helping slaves escape from bondage, was supported by both black and white abolitionists

   a. It was not a railroad at all, but consisted of a series of houses and safe hiding places called stations

   b. Runaway slaves were helped from station to station on their way to Canada and freedom by people who were referred to as "conductors"

   c. The most famous Underground Railroad conductor was Harriet Tubman
   --known as the Moses of her race
   --born a slave in Maryland in 1826
   --escaped and went to New York to live when she was a young woman
   --made nineteen trips back to the South to help other slaves escape
   --led over 300 slaves to freedom
   --served the Union Army during Civil War as a scout, spy, and nurse

   d. William Still
   --born a slave in Maryland
   --parents fled to the North, settling in New Jersey
   --William moved to Philadelphia, taught himself to read and write
   --joined Pennsylvania Abolition Society, becoming its secretary in 1847
   --became active in Underground Railroad
   --his house became a station, where he helped more than 600 slaves

III. Civil War, Emancipation, Reconstruction

A. Conflicts between the industrial North and the agricultural South

1. The question of slavery created one of several conflicts between the North and the South.

2. Abraham Lincoln, candidate for President in 1860, pledged to preserve the Union.

    a. Southern leaders were disturbed by Lincoln's views on slavery.

    b. Southern states threatened to secede from the Union if Lincoln was elected.

    c. South Carolina withdrew from the Union when Lincoln was elected, followed by Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas.
    --they formed a new union, the Confederate States of America and elected Jefferson Davis as President.

B. The Civil War

1. Fort Sumter, at Charleston, South Carolina, was attacked by Confederate troops on April 12, 1861, marking the beginning of the Civil War, sometimes called the War Between the States.

2. Four additional states left the Union: Virginia, Arkansas, North Carolina, and Tennessee.

3. Four other slave states (border states) - Delaware, Maryland, Kentucky, and Missouri - remained loyal to the Union.

4. Although free Negroes volunteered for service in the Union Army, they were not accepted as soldiers.

    a. the Union did not want to antagonize the border states

    b. some Negroes served as cooks, teamsters, blacksmiths, dock workers, and general laborers.

5. Negroes helped the Confederate Army in the Confederate States.

    a. many continued working on plantations

    b. some followed their masters to the army, working as bodyguards and personal servants.

    c. free Negroes worked in labor battalions, building bridges and driving supply wagons.

    d. some free Negroes fought as soldiers.

6. Runaway slaves left plantations by the hundreds and followed Union troops.

    a. the large numbers created problems for the Union Army.

    b. it became a practice to hold them as contrabands, or confiscated articles of war.

    c. forts were established to take care of them.

7. As the war drug on, Union forces needed more manpower.

    a. A Federal law, in July 1862, authorized the enlistment of Negroes in the Union Army.

    b. in September 1862, the first Negro regiment was recruited for the Union Army, the New Orleans Native Guards.

    c. Negro soldiers received less pay than white soldiers and were segregated by race.

8. By the end of the war, about 180,000 Negroes had fought in the Union Army, while another 30,000 had served in the Union Navy.

    a. approximately 100 served as officers in the Union Army.

    b. 21 Congressional Medals of Honor were awarded to Negroes during this war.

    c. Negro women served the troops behind the lines.

9. Robert Smalls was an outstanding hero of the Civil War.

    a. he was born a slave in South Carolina

    b. he was forced to serve with Confederate Navy.

    c. he seized a Confederate ship, the Planter, and turned it over to the Union Navy.

    d. he became a captain in the Union Navy.

    e. he was elected to the United States House of Representatives in 1875.

10. The South was defeated and the war came to a close on April 9, 1865.

    a. President Lincoln was assassinated five days later.

C. The Emancipation Proclamation

1. President Lincoln decided to free the Southern slaves.

    a. the Proclamation applied to those states rebelling against the Union.

    b. the border states were not affected.

2. The Proclamation went into effect January 1, 1863.

    a. it was ignored in the South.

    b. It affected the course of the war and abolition of slavery became one of the main purposes of the Civil War.

    c. the Confederate states lost much of their labor force when the Proclamation went into effect.

    d. it gave hope for real freedom to millions of Negroes in the South.

D. The Thirteenth Amendment

1. Slavery was abolished in the United States as a result of the Thirteenth Amendment to the Constitution, in December 1865.

2. Sudden freedom caused great confusion and suffering for slaves.

    a. they had no shelter, no food, no tools, and no preparation or education for making a living.

    b. relief agencies and religious groups from the North provided help to the freedmen.
    --supplies were provided.
    --schools and churches were established.

E. Era of Reconstruction

1. The government established a special organization in 1865 called the Freedmen's Bureau, to aid the homeless, jobless, and landless blacks.

- a. rations and medicines were distributed to blacks and poor whites.

- b. attempts were made to resettle blacks in rural areas and to find them jobs.

- c. greatest accomplishments were in the field of education.
  - --first free public school system in the South.
  - --colleges included Fish University in Nashville, Tennessee, 1865; Hampton Institute in Virginia, 1868; and Howard University in Washington, D.C., 1867.

- d. attempts to distribute land to blacks were unsuccessful.
  - --land was ordered to be returned to the owners during President Andrew Johnson's administration.

2. During the years from 1865 to 1877, the nation worked to reunite itself.

   - a. Negroes petitioned President Johnson for the right to vote, civil rights, and distribution of land.
     - --Johnson's reconstruction plans did not provide these rights.
     - --under his plan, most of the former Confederate leaders returned to power.
     - --"Black Codes" were passed in every Southern state returning the freedmen to their former owners.
     - --harsh laws forced Negroes to remain in the position of servants and prevented them from voting and participating actively in community life.

   - b. Congress passed a series of laws that dealt with reconstruction.
     - --the Reconstruction Act of 1867 divided the South into military districts, supervised by federal troops.
       - --permitted freedmen to vote and to hold political office.
       - --required whites to take an oath of allegiance to the United States, in which they had to swear they had not voluntarily borne arms against the United States or held any office in the Confederacy.
       - --men who had been officials in the Confederacy were not allowed to vote or to hold political office.

    - --about 200,000 ex-Confederates lost their right to vote, creating a black voters majority.
- --the Fourteenth Amendment to the Constitution, adopted in 1868, made the Negroes citizens of the United States.
    - --Tennessee was the only Confederate state to ratify the amendment.
    - --the other ten Confederate states refused to ratify it and remained outside the Union.
- --the Fifteenth Amendment to the Constitution, passed in 1870, guaranteed to all male citizens an equal right to vote, regardless of race, color, or creed.
    - --it was ratified and all the Confederate states were restored to the Union.

3. The Reconstruction government included a number of Negroes who took an active part in political affairs.

    a. Robert Elliott served as a delegate to the South Carolina constitutional convention.
    --he was educated in schools in Boston and in London.
    --he could read several languages.

    b. P.B.S. Pinchback of Louisiana served with the Union Army in the Civil War.

    c. Frances L. Cardozo received his education at the University of Glasgow in Scotland.

    d. Ministers, teachers, lawyers, and others of the black race helped set up new governments for the Confederate states.

4. Negroes took an active part in the national government.

    a. Hiram R. Revels was the first Negro to be elected to the Senate of the United States.
    --he was born free in North Carolina in 1822.
    --he became a successful minister in the African Methodist Episcopal Church.
    --he taught school.
    --he became a United States Senator from Mississippi in 1870.

b. Blanche Bruce was the second Negro to be elected to the Senate.
   --he was born a slave in Virginia.
   --he escaped to the North.
   --he attended Oberlin College in Ohio.
   --after the Civil War, he moved to Mississippi.
   --he became a Senator from Mississippi in 1875.

c. Many of the Negroes elected to the House of Representatives were well-educated and experienced in political service.
   --two of these were Robert Smalls, Civil War hero, and Robert Elliott.
   --thirteen had been born into slavery.
   --ten of them had college training.

5. Two groups of men who took part in the reconstruction governments were greatly resented by white southerners.

   a. One group was called carpetbaggers.
      --this term was given to all northerners who worked in the South during reconstruction.
      --the name reflected the opinion of southerners toward them.
      --southerners said they packed all they owned into a traveling bag made of carpeting.
      --southerners considered them intruders seeking political power.
      --the name was also applied to missionaries and teachers who came to help the freedmen.

   b. the second group was called scalawags.
      --this term was given to white southerners who had opposed secession and who were cooperating with policies of reconstruction.
      --ex-Confederates considered them to be traitors to the southern cause.

6. Reconstruction gradually came to an end in the late 1870's.

   a. Southern political leaders gradually came back into power.
      --Negroes were discouraged from voting.
      --a greater number of ex-Confederates regained voting privileges.
      --in 1872, Congress passed the Amnesty Act; this act granted official pardon to almost all of the former Confederate leaders.

   b. In the later 1860's, secret organizations were forced to weaken carpetbag governments and to frighten Negroes from voting, and participating in public life.
      --the most notorious was the Ku Klux Klan, organized in Pulaski, Tennessee in 1865.

7. The gains in political participation of Negroes began to lose ground in the 1890's.

   a. they unofficially lost their right to vote and to make laws.

   b. job opportunities were limited, and poverty conditions prevailed.

   c. share-cropping and tenant farming arrangements greatly restricted opportunities for economic progress for Negro farmers.

   d. unofficial as well as legal racial segregation existed.
      --"Jim Crow" was the name given to racial segregation.
      --"Jim Crow" laws first appeared in the 1880's.
      --segregation existed in both the South and the North.
      --racial segregation was challenged in 1896, in a case known as "Plessy vs. Ferguson."
        --Homer Plessy, a Negro from Louisiana, asked the Court to rule on the law which required that Negroes and whites be separated on trains.
        --the Supreme Court ruled that the law was constitutional.
        --the Court said races could be separated as long as services and accommodations were equally good for each; this became known as the "separate-but equal" clause.
      --racial segregation became firmly established in the United States, particularly in the South, but also in the North.
        --separate facilities were provided in almost every phase of life.
        --the social position of the Negro by the turn of the century was one of second class citizenship.
        --the attitude of racial superiority of Anglo-Saxons characterized the actions of the white population toward the black population.

F. Negro leadership in the Post-Reconstruction Era

1. The half century after the Civil War saw the rise of new Negro leaders.

   a. Booker T. Washington
      --he was born a slave in Virginia in 1856.
      --in spite of poverty and hardships, he managed to get an education, graduating from Hampton Institute in Virginia.

--he became a teacher.
--he developed Tuskegee Institute in Alabama which became the leading school of its time for Negroes.
--he encouraged Negroes to accept their way of life, become trained and educated, thereby working themselves into better jobs and later into complete citizenship.
--he believed in cooperation between the black and white races.
--he was the most famous leader of this period.
--as an author, his most popular book was the story of his life, Up From Slavery

b. George Washington Carver
--he was born a slave in Missouri in 1864.
--he received a good education and eventually became a teacher and scientist at Tuskegee Institute.
--through his work, this great scientist was able to help the South develop its agriculture and economy.
--much of his scientific work was related to the by-products which could be obtained from peanuts and sweet potatoes.

2. The rapid growth of industry in the United States in the late 1800's led to the development of new inventions, with many contributions by Negro inventors.

a. Norbert Rillieux
--he was born a slave in New Orleans in 1806.
--his master helped him get an education, sending him to college in France.
--returning to New Orleans after several years in France, he became a freedman.
--as an engineer, he was hired to reorganize a large sugar refining plant.
--he invented a machine which greatly improved the process of refining sugar.
--his machine was as important to the sugar industry as the cotton gin was to the cotton industry.

b. Elijah McCoy
--he was born in Canada in 1844, the son of runaway slaves.
--as a fireman on one of the railroads in Detroit, he had the job of lubricating the engines.
--as a result of his job, he invented a lubricating cup which made it possible to oil the engines without stopping them.
--his device is still used on railroads and steamships today.

c. Jan Ernest Matzeliger

--he was born in Dutch Guiana in 1852.

--coming to the United States, he worked as an apprentice to a shoemaker in Philadelphia and later worked in a shoe factory in Massachusetts.

--he invented a machine which could attach the upper part of a shoe to the sole, a procedure which formerly had to be done by hand.

--his invention increased shoe exports from one million to eleven million pairs a year.

d. Granville T. Woods

--he was born in Ohio in 1856.

--working in a machine shop, as a fireman, as a railroad engineer, and as an engineer on a steamship line, he gathered ideas for his inventions.

--he was granted 150 different patents for inventions in electrical work, steam boilers, and air brakes.

--many of his inventions were sold to American Bell Telephone Company and General Electric Company.

--his most dramatic invention was a new kind of telegraph system, which made it possible to send messages to moving trains.

3. Talented Negroes of the late 1800's made significant contributions to the Arts.

a. Robert Duncanson

--he became a successful landscape artist.

--the Freedmen's Aid Society sent him to England and Scotland, where he studied art for three years.

b. Edmonia Lewis

--she attained success in sculpture.

--an exhibition of her work took place at the Philadelphia Centennial in 1876.

c. Henry Ossawa Tanner

--he was a painter who studied in Paris.

--he did several outstanding religious paintings.

--his works may be found today in such museums as the Metropolitan Museum of New York and the Chicago Art Institute.

d. Paul Lawrence Dunbar
--he was the first well-known Negro poet.
--in 1897 he was invited to read his poetry at the Diamond Jubilee celebration of Queen Victoria's reign as ruler of England.

e. James Bland
--he was a composer and a performer of music.
--his best-known compositions were minstrel songs.
--he wrote the well-known "In the Evening by the Moonlight."
--in 1940, his composition, "Carry Me Back to Old Virginny," was adopted by the State of Virginia as the official state song.

f. Dr. Daniel Hale Williams
--he performed the first successful heart operation on record.
--the first training center for Negro nurses in the United States was started by Dr. Williams, in the hospital he helped to establish, Provident Hospital in Chicago.
--he traveled, lectured, and helped establish hospitals and medical training centers for Negroes in several American cities.

IV. The Search for Equality: Problems and Progress in the Twentieth Century

A. Three Developments Affecting Negro Life in the Early Twentieth Century

1. Negroes took an active part in establishing organizations for their own advancement.

a. The Niagara Movement
--a group of young Negro intellectuals met at Niagara Falls, Canada in 1905 to work on solutions to racial problems.
--William Edward Burghardt DuBois, an educator and author, was the leader of the group.
--DuBois disagreed with Booker T. Washington's ideas of solving problems through job training.
--he was a graduate of Fisk University.
--he was the first Negro to receive a Ph.D. from Harvard.

--the purpose of the Niagara Movement was to bring an end to racial discrimination.

--this movement proved that Negro leaders had analyzed their problems and could work together to solve them.

b. The National Association for the Advancement of Colored People (NAACP).

--this association was organized to protect the citizenship rights of Negroes.

--a group of white and Negro people met in New York in 1909 to discuss the problems of racial discrimination.

--one of the leaders was a white social worker, Mary White Ovington.
  --she invited W.E.B. DuBois and other members of the Niagara Movement to attend the meeting in New York.

--the association decided to work for the Negro cause in two ways:
  --through legal action.
  --through publicity and public education.

--the official publication was "The Crisis," founded and edited by W.E.B. DuBois.

--membership included both whites and blacks.

--the association spread and a year later there were 300 branches.

--today, this association is a powerful bi-racial organization working diligently for the civil rights of Negroes.

c. The National Urban League

--this organization was formed on May 19, 1910 by George Edmund Haynes, a Negro sociologist who earned a Ph.D. degree from Columbia University.
  --based on his studies of population migration, he foresaw the need for trained social workers to assist newcomers in learning how to live in cities.
--he became the first Executive Director, holding the position until 1918.

- --the organization included both black and white members.

- --the purpose of the organization was to help the thousands of Negroes who were leaving the South to seek better jobs in the large northern cities.

- --the League helped Negroes in various ways:
  - --finding jobs and homes.
  - --helping them become members of labor unions.
  - --sending those with particular needs to social service agencies.
  - --smoothing the adjustment of rural Negroes to city life.

- --a magazine, called "Opportunity," was published by the League.
  - --included writings of Negro authors and poets.

- --recent goals of the League include:
  - --special aid to Negro education.
  - --greater opportunities for Negroes in business.
  - --elimination of ghettos.
  - --greater health and welfare services.

2. World War I and its aftermath had a great impact upon the lives of thousands of Negro citizens.

   a. The onset of the war in Europe resulted in a mass migration of Negroes northward.
   --they hoped for better living and working conditions, as well as better schools.

   --Negro newspapers in the North, such as "The Chicago Defender," influenced many people to move north.

   --industrial plants increased in number, creating the need for additional labor.

   b. When the United States entered the war in 1917, Negro volunteers served in the armed forces.

   --a half million Negroes wore the military uniform of the United States during World War I.

   --the 369th Infantry, made up of Negro soldiers, was awarded the Croix de Guerre, the highest military honor of the French Army.

- --Negro heroes included
  - --Sgt. Henry Johnson, Albany, New York
  - --Needham Roberts, Trenton, New Jersey
  - --Sgt. Rufus B. Atwood

c. After the war, Negroes did not want to return to their old patterns of living.

- --bitter feelings developed between blacks and whites.

- --The Ku Klux Klan was revived.
  - --became national in scope

- --it was a period of hysteria and violence.

- --a campaign of "Back to Africa" was begun.

- --intense racial disorder occurred in the year 1919, called the year of the "Red Summer".
  - --22 race riots took place in several cities, the worst one occurring in Chicago.
  - --housing and job competition created extreme friction between whites and blacks.

- --Marcus Garvey, a Jamaican, originated the "Back to Africa" movement.
  - --he thought Negroes would never be successful in the United States.
  - --in 1914, he founded the Universal Negro Improvement Association, whose aim was to start a colony in Africa for all the Negroes in the world.
  - --Garvey came to the United States in 1916, starting an American branch of the Universal Negro Improvement Association.
  - --one of his aims was to develop racial pride.

3. Achievements of Negroes in literature, art, music, entertainment, and education were noteworthy during the period variously called the Negro Renaissance, and the Harlem Renaissance.

a. James Weldon Johnson
  - --he was a man of many talents: educator, lawyer, diplomat, author.
  - --his best-known poem, "Lift Every Voice and Sing," was set to music by his brother, J. Rosamond Johnson.

b. Countee Cullen
--an educated man, he became a leading poet of the period.
--a graduate of New York University and Harvard, he wrote several volumes of poetry.

c. Langston Hughes
--many honors and awards have come to this versatile writer.
--his works include poetry, novels, histories, biographies, plays, and songs.

d. Aaron Douglas
--he was a painter and illustrator.
--well-known for his murals, one of them hangs in the library of Fisk University, where he was a teacher and head of the fine arts department.

e. Richmond Barthe
--a sculptor, examples of his work are on exhibit in leading art museums in the United States, in Europe, and in Africa.
--among his best-known works are "Shoeshine Boy," "Boxer," and "The Hormonica Player."

f. Nathaniel Dett
--he spent years of study in the finest music schools.
--some of his best-known compositions are "Listen to the Lambs" and "Oh, Holy Lord" (choral numbers) "Juba Dance," and an opera, "The Ordering of Moses."

g. Paul Robeson
--his famous baitone voice brought him success as a concert singer in both the United States and abroad.
--his interpretations of Negro spirituals brought him much recognition.
--he is perhaps best remembered for his rendition of "Ol' Man River" in the musical Showboat and his performances as Othello in New York and London.

h. Harry Burleigh
--a successful composer and singer, he had a special fondness for spirituals.
--he composed musical arrangements of spirituals that could be sung in concert halls.
--among his many arrangements are "Deep River," "Sometimes I Feel Like a Motherless Child," and "Ain't Goin' to Study War No Mo'."

i. Roland Hayes
   - one of America's great tenors, he was born in Georgia in 1887.
   - he attended Fisk University and became a member of the Jubilee Singers.
   - successful concert tours in Europe established his reputation and he later attained recognition for his talent in his own country.
   - he was the first concert singer of his race to reach lasting fame.

j. Marian Anderson
   - music was a part of her life from early childhood.
   - while in high school, she gave vocal concerts in churches.
   - Roland Hayes heard her sing and encouraged her family to let her take music lessons.
   - money was a problem and many people came to her aid financially so that she could study.
   - faced with discrimination because of her race, she felt she was not making progress with her career, so in the 1930's she went to Europe to study and appear in concerts.
   - great acclaim was accorded her in Europe and she returned to the United States as a highly successful concert star.
   - scheduled to sing a concert in Constitution Hall in Washington, D.C., the Daughters of the American Revolution refused to allow her to appear there because she was a Negro.
   - people throughout the nation were indignant at this treatment.
   - she appeared later in concert in front of the Lincoln Memorial in Washington before an audience of thousands of people.
   - she was the first Negro singer to become a member of the Metropolitan Opera Company.
   - this she considered the highlight of her life.
   - in 1958 she was appointed an alternate delegate to the United Nations.

k. W.C. Handy
   - William Christopher Handy is recognized as "The Father of the Blues."
   - his "blues" style was the forerunner of American jazz.
   - during the 1920's, jazz, an invention of the American Negro, became popular across the country.

l. Louis Armstrong
   - born in the slums of New Orleans, he rose from poverty to fame as one of the world's greatest jazz trumpeters.
   - nicknamed "Satchmo", he was also referred to as the "Ambassador of Jazz."

m. **Bill Robinson**

--although he never took a dancing lesson in his life, "Bojangles" Robinson danced his way to wealth.

--he starred in vaudeville, in musical comedies, and in the movies.

--on his 61st birthday, he danced down 61 blocks of Broadway.

n. Duke Ellington

--he is an internationally recognized jazz musician, composer, arranger, and band leader.

--two of his well-known compositions are "Mood Indigo" and "Sophisticated Lady."

o. Ethel Waters

--she has starred in musical comedies on the stage and in movies.

--religious songs are her specialty and she appears regularly with the Billy Graham Crusades.

p. Dr. Carter G. Woodson

--this educator and historian stressed the importance of education to an individual.

--his own efforts to receive an education were made under difficult circumstances.

--as founder of the Organization for the Study of Negro Life and History, he sponsored research which gave a true account of Negro history.

--some of his history books are still used as textbooks in high schools and colleges.

q. Mary McLeod Bethune

--her life was devoted to the education of Black American citizens.

--in 1924, she opened a school for migrant Negro children at Daytona Beach, Florida, which later merged with a college; the school became known as Bethune-Cookman College.

--serving in leadership roles in the national government during the Roosevelt administration, she was able to help young black people in many ways.

r. Dr. Charles H. Wesley

--an outstanding educator, he taught at Howard University and became Dean of the Graduate School there.

--he co-authored, with Dr. Carter Woodson, several history books about Negroes.

--he served as president of two colleges.

B. The Depression Years

1. The impact of the depression years reversed the gains made in the twenties.

   a. Negroes as a group suffered more during the depression years than other Americans.
   --farm workers as well as factory workers lost their jobs.

   b. The Negro worker was usually the last one hired and the first one fired.

   c. Black people became predominantly dependent upon government relief.
   --by 1935, one Negro out of every four was on relief.

   d. Several governmental agencies were set up to deal with problems brought about by the Depression and provided employment for the jobless.
   --The Negro was one of the chief beneficiaries of the government agencies set up to help the unemployed.
   --The Public Works Administration (PWA) allocated money for building streets, bridges, schools, and other public buildings, which created thousands of jobs for both Negroes and Whites.
   --The Works Progress Administration (WPA) started projects for many different kinds of workers, including artists and writers.
   --The Civilian Conservation Corps (CCC) provided the opportunity for young men to work as foresters.
   --The Tennessee Valley Authority (TVA) was formed to develop the Tennessee River Valley, building dams and electrical plants.
   --The National Youth Administration helped young people remain in school by supplying part-time jobs.
   --These government efforts, under President Franklin D. Roosevelt became known as the "New Deal".

2. Many Negroes transferred their political support to the Demcratic Party.

   a. Poverty conditions and the Democratic Party promises of relief encouraged them to abandon the Republican Party which they had supported since Civil War days.

   - b. Franklin D. Roosevelt received overwhelming support of Negro voters in his second bid for re-election.

3. Negroes with high qualifications served as public officials during the Roosevelt administration.

   - a. Mary McLeod Bethune was named the Director of the Division of Negro Affairs of the National Youth Administration.

   - b. William Hastie, an attorney, was Assistant Solicitor in the Dept. of the Interior.

   - c. Dr. Robert Weaver was the first Negro to be an advisor in the Dept. of the Interior.

   - d. By 1940, more than 100 Negroes held responsible positions in the Roosevelt Administration, this group becoming known as the "Black Cabinet".

4. The attitude of organized labor toward the Negro became more positive as a result of the Depression.

   - a. Although the well-known black labor leader, Asa Philip Randolph, had successfully organized the Brotherhood of Sleeping Car Porters in 1925, Negroes had been excluded from most unions prior to the Depression.

   - b. The United Mine Workers became the first fully integrated union.

   - c. The United Auto Workers admitted Negroes in 1941, in return for assistance from the NAACP in removing Negro strike-breakers from plants under strike.

   - d. President Roosevelt's Executive Order 8802, ending racial discrimination practices in industries holding government contracts, made it easier for Negroes to obtain better jobs at higher wages, which in turn greatly increased the number of Negroes holding union membership.

C. The Negro and World War II

1. Segregation continued in the Armed services until 1942.

    a. Negroes hoped for but did not expect equality in the Armed Forces.

    b. Negro servicemen trained and fought in all-Negro units.

2. Steps were taken to break down segregation as the war progressed.

    a. On Pearl Harbor Day, Negro servicemen were on battleships that were attacked by Japanese planes.
    --they were allowed only limited service in the Navy, serving only as messmen.

    b. By 1942, the Navy accepted Negroes as crewmen.
    --they received training in segregated camps and were assigned mainly to harbor ships.
    --in 1944, some Negro crewmen were assigned to regular naval vessels on a trial basis.
    --in 1945, segregated training camps were closed, with the achievement of complete integration by 1946.

    c. Other branches of service followed the example of the Navy in doing away with racial discrimination.
    --the threat of defeat at the hands of the Germans at the Battle of the Bulge in 1944 forced the immediate use of integrated troops.

    d. President Truman issued an executive order in 1948, which officially ended segregation in the armed forces.

3. Negro servicemen were recognized for their courage in all theaters of war.

    a. A young Navy messman, Dorie Miller, became one of the first heroes of World War II.
    --he was aboard the battleship Arizona, stationed at Pearl Harbor on December 7, 1941.
    --he was awarded the Navy Cross by President Roosevelt, for his heroic actions on that day.

    b. Benjamin O. Davis, Sr. was a long-time veteran of military service.
    --he became the first Negro to reach the rank of brigadier general.
    --his promotion encouraged other Negro officers.

    c. Colonel Benjamin O. Davis, Jr., a graduate of West Point, served in the Air Corps.
    --the 99th Fighter Squadron, under his command, flew many missions into Germany.

--Later, he commanded the 332nd Fighter Group, an all-Negro unit made up of a merger of four squadron groups.
--the 332nd Squadron Group received a Unit Citation for distinguished service.
--Col. Davis received numerous rewards: the Legion of Merit, the Silver Star, the Distinguished Flying Cross, and the Air Medal with four Oak Leaf Clusters.
--after the war, he became the first Negro commander of an Army Air Base.
--in 1965, he was promoted to the rank of lieutenant general, the highest rank ever held by a Negro in the U.S. armed forces.
--he was also appointed chief of staff of the armed forces in South Korea, as well as Chief of Staff of the United Nations Command there.

4. Conditions at home remained much the same for Negroes during W.W. II

   a. They moved in great numbers to the large cities where defense jobs were available.
      --this created problems of housing, which was scarce, expensive, inferior, and segregated.
      --the best jobs were often taken by whites.
      --wages were often inadequate.
   b. the government took steps to do something about the problems of prejudice, discrimination, and segregation.
      --some progress was made, but it was only a beginning.

   c. the forces leading to the black revolt of the 1950's and 1960's emerged during the critical years of World War II.

D. The Negro and Civil Rights

1. Urbanization, industrialization, and war service produced an era in which the protest against injustice took hold and gained strength.

   a. Negro population was concentrated in the large cities after World War II.

   b. Greater opportunities for positions of responsibility with accompanying higher wages were available in industry.

   c. Successful war service strengthened the Negro's position in demanding his rightful place in society.

2. Established organizations increased their efforts toward ending discrimination and segregation.

   a. The National Association for the Advancement of Colored People (NAACP) worked to achieve racial equality.
      - --it worked to protect rights that were guaranteed by law.
      - --it also worked for new laws that would bring greater equality.
      - --the NAACP, under the leadership of Walter White, was active in:
        - --improving voting opportunities;
        - --campaigning against poll taxes;
        - --preventing racial violence, lynchings, and beatings;
        - --efforts to overcome discrimination in education.
      - --after the war, Thurgood Marshall, an outstanding black lawyer, was named chief legal counsel for the association.
        - --he earned the nickname of "Mr. Civil Rights."
        - --he brought many cases to court that involved racial segregation in the public schools.
        - --his first efforts were focused on proving that school facilities were not equal.
        - --later, in the 1950's, he worked on a case which challenged the separate-but-equal theory in public education.
        - --in 1952, the NAACP brought before the United States Supreme Court the historic case of "Brown vs. the Board of Education of Topeka."

   b. The "Brown vs. the Board of Education" case raised the question as to whether segregated schools were actually providing equal educational opportunities for all children.
      - --each school district in the South had two systems, one for Negro pupils and the other for white pupils, for which facilities were supposed to be equal: buildings, supplies, and competent teachers.
      - --in 1954, after several months of study, the Supreme Court reached the decision that segregated educational systems were unequal.
      - --the Supreme Court decision reversed the separate-but-equal policy established in 1896 by the "Plessy vs. Ferguson" case.
      - --school districts that had segregated systems were instructed by the Court to do away with segregation with "all deliberate speed."

- --the Supreme Court ruled, in 1956, that its ban on segregation applied also to tax-supported colleges and universities.
- --the South faced a real problem in carrying out the Supreme Court orders.
    - --Southern congressmen attempted to bring about a reversal of the decision.
    - --opposition to the decision resulted in bitterness and violence in several places, such as Little Rock, Arkansas, the University of Alabama, and the University of Mississippi, when Negro students attempted to enroll in these schools.
    - --Federal troops were called out to help enforce integration and to protect Negro students.

c. The Montgomery Improvement Association was organized by Dr. Martin Luther King, Jr., to protest against racial segregation on city buses in Montgomery, Alabama.

- --on December 1,1955, Mrs. Rosa Parks was arrested for refusing to give up her bus seat to a white man.
    - --this incident came to the attention of Dr. King, a young minister in the community.
    - --Dr. King led in the formation of the Montgomery Improvement Association as a result of this incident.
- --the Association set up an effective boycott against the Montgomery bus company.
    - --98% of Montgomery's 50,000 Black population either began walking to work or riding in car pools.
    - --some of the leaders were arrested and convicted of illegal boycotting, but their convictions were overruled by a higher court.
- --on November 13, 1956, the Supreme Court of the United States ruled that racial segregation was illegal on local public transportation.
    - --in December, 1956, the Montgomery bus company began operating on a non-segregated basis.
- --from the Montgomery bus boycott, Martin Luther King, Jr.,emerged as the most important black leader in the nation.

d. **The Southern Christian Leadership Conference (SCLC)** was formed in 1957 to help other communities overcome segregation.
   - --Dr. King was instrumental in the formation of this organization, with the help of the Rev. Ralph Abernathy.
   - --the technique used in this and other similar protest groups was that of mass action in a non-violent manner.
   - --a huge demonstration was planned and carried out by this group in 1963 in Birmingham, Alabama, which had three goals:
     - --to desegregate lunch counters, rest rooms, and drinking fountains in department stores;
     - --to provide more and better jobs for competent Negroes;
     - --to create a committee of white and Negro leaders to work together on other plans for desegregation.
   - --Dr. King's work with SCLC and his approach of passive resistance earned for him the Nobel Peace Prize in 1964.

e. The Student Non-Violent Coordinating Committeea (SNCC) was formed in 1960 by Dr. King.
   - --its purpose was to coordinate the efforts of student groups in colleges and universities.
   - --as the organization gained momentum, student members began to reject Dr. King's approach as too cautious.
   - --SNCC sponsored a "Freedom Summer" project in Mississippi in 1964, in which student volunteers, both black and white, from all over the country, set up schools and voter registration centers.
   - --a militant mood emerged among black youth, encouraged by leaders such as Stokely Carmichael, who became chairman in 1966.
   - --this organization promoted the idea of "black power," which became a much disputed slogan.
   - --it is now a more aggressive and less well-organized group than others.

f. The Congress on Racial Equality (CORE) was organized in 1942 and was led until 1965 by James Farmer.
   - --this organization based its actions on the passive resistance techniques found in the teachings of Thoreau and Ghandi.

--its focus was on political action against economic discrimination and problems within the Negro community.
--one of its primary tenets is that the Negro must act on his own behalf.
--members were carefully trained in the techniques of non-violent demonstrations.
--in 1967, CORE sent out "freedom riders" to defy segregation on interstate buses, bus station waiting rooms, lunch counters, and restrooms.
  --both blacks and whites participated.
  --little difficulty was met, except in Alabama where they met with violent opposition.
--it began as an inter-racial organization, but by 1965 its membership was almost totally black.

g. The black revolt of the 1960's quickly spread to Northern and Western cities.
--people in the urban ghettos, impatient with non-violent demonstrations, participated in some of the most violent racial outbreaks ever witnessed in the United States.
--during the summer of 1965, a riot occurred in Watts, the Negro section of Los Angeles - it lasted six days, leaving 35 people dead and over 1000 people injured.
--the worst conflict took place in Detroit in July, 1969, lasting five days and claiming 44 lives and injuring nearly 2000 people.

h. A separatist group in the protest movement is the Nation of Islam, more popularly called the Black Muslims.
--this group originated in Detroit in 1930 by W. D. Fard, who preached about the beliefs of Islamic culture in sections of Africa from which many slaves came.
--Elijah Muhammad (born Elijah Poole) took over the movement in 1934.
--Black Muslims dropped their last names and took on the letter X to show that their true names were lost during slavery.
--their philosophy stressed racial pride, honesty, thrift, cleanliness, and hard work.
--expressing dislike for Christianity, the Caucasion race, and Negro leaders who worked for integration, the Black Muslims established separate parochial schools, mosques, and all-Negro businesses.
--The prevailing belief of this religious group is that of a separate existence for black Americans.

--aided by a young follower named Malcolm X, Muhammad led the small cult, begun in the slums of Detroit, to an elaborate national organization.

--Malcolm X broke with Muhammad in 1964 and set up his own movement, the Organization of Afro-American Unity, which also promoted violence and the separation of races.

  --Malcolm X was assassinated in 1965 while delivering a speech in New York.

i. On the 100th anniversary of the Emancipation Proclamation, a massive "March on Washington" took place.

--in August of 1963, 200,000 people, representing over 400 different organizations of many creeds, political beliefs, and races converged peaceably on Washington, D.C. to emphasize the urgency for action by the nation to provide equal rights for all people.

--the protestors, both black and white, marched in an orderly manner from the Washington Monument to the Lincoln Memorial where speeches were made by Negro leaders.

--among the noted speakers was Dr. Martin Luther King, Jr.

  --his now immortalized speech,"I have a dream...", expressed his hopes for the future of his race and his country.

3. The Congress of the United States passed the Civil Rights Act in June, 1964, which had four main provisions:

--all citizens had equal rights to use facilities that were paid for by taxes -- parks, libraries, schools, playgrounds, and some hospitals.

--discrimination was banned in most business places which served the public -- stores, restaurants, theaters, hotels, etc.

--equal voting rights for all citizens (Voting Rights Act).

--discrimination in employment and in union membership was banned.

4. The Negro's struggle for equality and acceptance has frequently ended in tragedy.

--Race riots and violence have taken hundreds of lives.

--Civil rights leaders have been jailed, their homes damaged and destroyed, injured, and some even killed because of their activities.

- --A white civil rights worker from Michigan was shot and killed as she drove a Negro civil rights worker along a highway near Selma, Alabama in 1965.
- --Dr. Martin Luther King, Jr., one of the foremost civil rights leaders, was **killed by an assassin's bullet in Memphis, Tennessee,** on the **night** of **April 4, 1968, where he had gone** to **help garbage workers** who were on strike.
- --James Meredith, the first Negro to enroll in the University of Mississippi, was shot and wounded by a southern white as he walked along a highway.

5. During recent years, talented and competent Negroes have built successful careers in every field of American life.
   - --Thurgood Marshall was appointed Solicitor-General of the United States in 1965; he became an Associate Justice of the Supreme Court in 1967.
   - --Diplomatic posts have been held by Mrs. Patricia Harris in Luxemburg; Clinton Knox in Dahomey; Mercer Cook in Senegal and Gambia; Hugh Smythe in both Syria and Malta; and Franklin Williams in Ghana.
   - --Robert Weaver, the first Negro to serve in the President's Cabinet, was appointed Secretary of Housing and Urban Development in 1966.
   - --Dr. Ralph Bunche has spent much of his career in government service. In 1950, he was awarded the Nobel Peace Prize for working out a truce between the Arabs and the Israelis in the Middle East. He has since died.
   - --Negro Congressmen include Edward Brooke, Massachusetts (the first Negro senator since Recontruction); and Shirley Chisholm, New York (she was a 1972 presidential candidate for the Democratic nomination
   - --Religious leaders include James Robinson, Benjamin Mays, Archibald J. Carey, Jr., Dr. Joseph Jackson, and Dr. Hollis Freeman Price.
   - --Well-known contemporary authors and writers include Arna Bontemps, a prominent author of Nashville, Tenn.; Langston Hughes, the black poet laureate, playwright, and novelist (now deceased); Richard Wright; Frank Yerby; Gwendolyn Brook, who won the Pulitzer Prize for poetry in 1950; Ralph Ellison; James Baldwin; and Virginia Hamilton, author of children's books.

--Former journalists and newspaper men who are now prominent in other fields are John H. Johnson, editor and publisher of Ebony, Jet, Tan, and Negro Digest, who is also one of the most successful business men in America; Roy Wilkins, former newspaperman, who began working for the NAACP in 1931 and is now its director; and Carl Rowan, who served as ambassador to Finland in 1963, Director of the United States Information Agency in 1964, and is presently a syndicated newspaper columnist.

--The professional sports world is dominated by such athletes as Jesse Owens, track star; Meredith Gourdine, broad jumper; Wilma Rudolph, Rafer Johnson, Ralph Boston, and Bob Hayes, Olympic track winners; Joe Louis, Ezzard Charles, Sugar Ray Robinson, Floyd Patterson, Sonny Liston, and Cassius Clay (Muhammed Ali), boxing champions; Jackie Robinson, Roy Campanella, and Willie Mays, baseball; Wilt Chamberlin, Bill Russell, and Roosevelt Greer, football; Althea Gibson and Arthur Ashe, Jr., tennis.

6. Seeking compensation for 300 years of slavery and servitude imposed upon the Negro in the United States, the Black Reparations Movement was instituted in the 1960's.

--the issue arose over the question of whether the white people in the United States should pay reparations to black people for the years of slavery and servitude.

--the most important document of this movement is "The Black Manifesto", presented by James Forman on April 26, 1969 to the National Black Economic Development Conference at Wayne State University.

--the Black Manifesto demanded the sum of $500,000,000 for the benefit of black people in the United States, the money to be allocated to a variety of projects, including a southern land bank, research centers, major business corporations, T.V. networks, occupational training centers, and a black university in the south.

--the rationale for the Reparations Movement is based on the treatment of black people dating from the slavery period.

--the Reparations Movement raises many important questions related to who would pay, who would administer the payments, who should receive the payments and in what amount, and the implications for future race relations.

--presently, the Black Manifesto focuses on white religious institutions.

7. Black Americans have become increasingly aware of their rich heritage and of their individuality.
   - --in recent years, there has been a great surge of interest in reviving customs from earlier years.
   - --many black Americans now express pride in their African heritage, wearing clothing made from African cloth and styled from African fashion; hair styles, such as the Afro and the braided fashions, are being worn by many Black men and women.
   - --the term "Black is Beautiful" is an indication of a growing pride and sense of identity among black people.
   - --integration and recognition have helped to bring about a new understanding of the black American.
   - --as a minority group in the United States, black Americans now expect and demand equality in American society.
   - --although full recognition and acceptance have not yet been achieved, the black American can look to the future with pride in past accomplishments and with renewed optimism for continued progress in the days ahead.

SUGGESTED INITIATING ACTIVITIES

The initiatory or motivational activities are an important part of any unit of work. This is the part that the teacher has already planned, with specific purposes in mind. Such activities may be planned to appeal to the senses, arousing students' interest in the topic to be studied, as well as leading students to an enthusiastic response to the teacher's objectives and goals. The initiating activities should be of such a nature as to quickly promote pupil activity and involvement. The following are examples of ways this particular unit may be initiated:

1. Arrange a display of pictures of well-known black people, both past and present, on a bulletin board.
2. Set up an area in the room for center activities: listening and viewing equipment and materials, activity and task cards, books, pictures, etc.
3. Display a map of Africa, pictures of African art, and other materials which relate to the African background of black people.
4. Conduct a planning session with students which will motivate them to study the unit. This may very well require more than one class period. In planning with students, you may wish to follow this procedure:

   --Children suggest questions on things they want to know about the topic. ("What do we want to find out in this unit ?")

   --Children and teacher decide how they are going to study the topic. ("What are some of the things we could do?")("Where can we find information and other help for carrying out our unit?")

MAIN IDEA I: THE ANCESTORS OF MOST AMERICAN NEGROES CAME FROM THE AREA IN WEST AFRICA KNOWN AS THE SUDAN, THE SITE OF NUMBER OF HIGHLY DEVELOPED CIVILIZATIONS WHICH HAD THEIR ORIGIN BEFORE RECORDED HISTORY.

COMPONENT IDEA ONE: Great Black civilizations developed in the Sudan region of West Africa.

BEHAVIORAL OBJECTIVES

Pupils will be able to:

1. describe the organization of African families.
2. identify at least two occupations engaged in by early West Africans and explain their importance to the development of their civilization.
3. describe the tribal and religious beliefs of the early Sudanese.
4. recognize examples of art, music, and literature which are typically early West African.

SUGGESTED LEARNING ACTIVITIES

Introduction: The following information may be presented to the students, which will provide a background for further study related to Main Idea I.

For many centuries before America was discovered, the African people had been developing their own unique customs, traditions, and skills. Studies of African history show that many complex ways of living had developed there. Some areas had very highly organized states and kingdoms. West Africa had developed wealthy and magnificent empires. It was from the Sudan ("Land of Black People") in West Africa that the majority of slaves came to the new world. Ancient Sudan was the region between the southern boundary of the Sahara Desert (17°N) and the northern limit of the tropical rain forests (8°N). It began at the Atlantic Ocean and extended eastward for over 3500 miles.

Important kingdoms grew strong in western Sudan, where the continent of Africa bulges westward into the Atlantic Ocean. Here, the three kingdoms of Ghana, Mali (Melle), and Songhai (Songhay) appeared, flourished, and were eventually overthrown. Each of these kingdoms was well located along trading routes that crossed the Sahara Desert. The two most important products

MAIN IDEA I - I
SUGGESTED LEARNING ACTIVITIES (continued)

that passed along these routes were gold and salt. Each kingdom that came into power did so by gaining control first over the trade routes and, in turn, over the gold and salt trade. The wealth of these kingdoms was based on their control of trade with North Africa, while their control was based on military strength.

Other income came from agriculture, crafts, tributes, taxes, and tolls--all these helped to make Ghana, Mali, and Songhai rich and powerful, one after the other.
It is thought that the Sudanese were among the earliest people to learn to farm -- more than 6000 years ago.

These three kingdoms developed important traditions that influenced the culture of Africa and became a part of the heritage of the people. It was this heritage which African slaves brought to the New World, a heritage unknown to the American slave trader.

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---Display a map of the continent of Africa. Discuss the location of the Sudan region of West Africa. Point out rivers add other geographical features.

---Distribute an outline map on which pupils may shade in the area known as the Western Sudan and mark in other information as the study progresses, such as the caravan routes to North Africa.

---Investigate and locate information about the people of early West Africa and their ways of life. This may be done by consulting reference materials and library books. Good sources of information on early West Africa are The Black Experience, Part I and The African Experience (see Bibliography).

---View a filmstrip, such as "Africa:Cradle of Mankind" (SVE), "The African Past" (Eyegate), or other available audio-visuals, in order to acquire background and an understanding of early Africans and their way of life (see Bibliography).

---View a filmstrip, such as "African Arts and Crafts" (SVE) or pictures of African arts and crafts. Discuss the relationship between their art forms and their life experiences and ideas. The book, The Story of the American Negro (paperback) by Miers (see Bibliography), pp. 8-11, has examples of early African art; also, the book, The Beauty of Being Black, by Stokes, has a section on African art.

---Listen to records of African folk and cultural music.

---Read some African folktales, such as the Anansi stories.

---The following questions may be used as the basis for inquiry activities:

--What are the natural features of the Sudan? What is the climate like?

--What resources are available in the region?

--How did the natural features of the Sudan affect the life of the Sudanic people, economically and socially?

--How did the people of the Sudan use the resources of their region?

--How did the West Africans come into contact with other cultures?

---Begin a Glossary of key words, names, and terms, including the following:

-complex cultures

-Sudan

-Ghana

-Mali

-Songhai

---Since text material on the Black Experience is limited, you may wish to have your students compile their own "text" throughout the study, which could include their own reports, dittoed information, stories, poems, etc.

MAIN IDEA I: THE ANCESTORS OF MOST AMERICAN NEGROES CAME FROM THE AREA IN WEST AFRICA KNOWN AS THE SUDAN, THE SITE OF A NUMBER OF HIGHLY DEVELOPED CIVILIZATIONS WHICH HAD THEIR ORIGIN BEFORE RECORDED HISTORY.

COMPONENT IDEA TWO: The three greatest Black civilizations of West Africa were Ghana, Mali, and Songhai.

OBJECTIVES

Pupils will be able to:

1. list the three great states of early West Africa, their kings, and their general characteristics.
2. name at least five items of trade between Africans of the Sudan and other countries.
3. construct a time line of the civilizations of Ghana, Mali, and Songhai.
4. list at least three metals or minerals important to the economy of early West Africa.

SUGGESTED LEARNING ACTIVITIES

---Begin by using visual aids, such as transparencies, maps, globes, outline maps, etc. Locate the continent of Africa, the West African region (Sudan), and the three major civilizations which developed in West Africa. (The Transparency-Duplicating books, The Black Experience, Part I, and The African Experience published by Milliken Publishing Co., are excellent sources for this phase of the study.) Call attention to how the kingdoms overlapped. Be sure that students do not confuse the geographic region, Western Sudan, with the modern country, the Republic of Sudan in East Africa.

---Divide students into three study groups to research the history of the three kingdoms. The learnings may be presented in various ways, such as skits, reports, panel discussions, "We Were There" documentaries, etc. Or you may prefer to allow each group to share the information gathered in some visible form, rather than separate reports on the three kingdoms. A chart, such as the example which follows, would be an effective way to organize the information.

---If possible, obtain copies of Medieval Civilization, "Human Adventure Series" (see Bibliography). This text contains a chapter on African Kingdoms.

MAIN IDEA I - II
SUGGESTED LEARNING ACTIVITIES (continued)

---Questions, such as the following, may be used to guide research and discussion:

---What was the land and climate like where the group of people lived?
---How did the people make a living?
---What kind of tools did they use?
---What was their religion like?
---What was family life like?
---How were the people governed?
---What kinds of rules or laws did they have?
---What kind of education did they have?
---Did they invent anything?
---What products did they trade with other people?
---How was trade encouraged?
---In what ways were the people of these empires more advanced than the people of Europe at that time?
---What changes did the Arab invasions bring to the Sudan during the Middle Ages?
---Who were the leading kings of the various empires?
---How did each empire eventually fall?

---Construct a time-line graph for classroom display showing the rise and decline of Ghana, Mali, and Songhai. Indicate the dates of the high point of each kingdom's civilization, important rulers, events, etc.

---Add to the Glossary of key terms and names:

-Mansa Musa
-Sunni Ali
-Askia the Great
Timbuktu
Sankore
Moslem

Kingdom	Land & Climate	Occupations	Family Structure	Government	Religion	Tools	Inventions	Education
Ghani								
Mali								
Songhai								

MAIN IDEA II: SLAVERY AND THE SLAVE EXPERIENCE HAVE HAD A MARKED EFFECT UPON THE POSITION OF BLACK PEOPLE IN AMERICA

COMPONENT IDEA One: Slavery had its beginnings in ancient civilizations.

BEHAVIORAL OBJECTIVES

Pupils will be able to:

1. identify at least two ancient civilizations which practiced slavery.
2. state at least three conditions under which people were made slaves in ancient times.
3. explain the position of slavery within the social structure of ancient civilizations.

SUGGESTED LEARNING ACTIVITIES

---To initiate the lesson, ask students for a definition of slave and slavery. Help them clarify as necessary. Ask if they know when the practice of slavery began. (Some children will probably be familiar with Bible stories about slavery).

---Distribute to the students dittoed information about slavery in ancient times. (A brief account may be found in The Black Experience, Part I, page 14). Students may read this material to learn about slavery in ancient times, keeping this information as a part of their "developing textbook."

---Using a map or maps, point out the location of ancient civilizations where slavery was practiced (Egypt, Babylonia, Assyria, Greece, Rome).

---Based on information gained from reading and discussion, make a list or a chart of:

a. Ancient civilizations which practiced slavery
b. Reasons people became slaves in ancient times

---Investigate the attitude of people in ancient societies toward those who were slaves. (This is an important concept which will be used for comparison in later lessons concerning the practice of slavery in the United States.)

---Add to the Glossary of key terms and names:

--slave --slavery --manumission

MAIN IDEA II: SLAVERY AND THE SLAVE EXPERIENCE HAVE HAD A MARKED EFFECT UPON THE POSITION OF BLACK PEOPLE IN AMERICA

COMPONENT IDEA Two: The European slave trade hastened the decline of African empires and destroyed the African's sense of identity.

BEHAVIORAL OBJECTIVES

Pupils will be able to:

1. identify the economic motives of the African and of the European slave traders.
2. describe the conditions under which Africans were brought to the New World.
3. trace the Triangular Trade Route, using a desk outline map, identifying and labeling countries and products involved.

SUGGESTED LEARNING ACTIVITIES

---Provide students with study materials related to the European slave trade. Good information may be found in The Story of Black America and The Black Experience, Part I, both of which contain ditto masters as well as transparencies. If these are not available, you may wish to utilize information found in other references which are listed in the Bibliography.

---Initiate investigation and discussion with questions and problems, such as:

--How did the slave trade with Africa get started?
--What European countries were involved in the slave trade?
--Is there evidence that slave trade was carried on prior to the European involvement?
--What products did the African slave traders want in exchange for their "human products?"
--How were most of the African slaves secured?
--For what other reasons were people made slaves?
--What activities took place between capture and sale of slaves?
--How were slaves brought to the New World?
--What were the conditions and circumstances under which African slaves were brought to the New World?

--How were the slaves treated on the journey?
--What were the three segments of a slave ship's journey?

---View a filmstrip, such as From Africa to America (McGraw-Hill). Ask students to watch to see:

--What life was like for the West African in his homeland.
--How he was brought to America.

---Project transparencies, such as those found in The Black Experience, Part I, which graphically illustrate the dreadful conditions to which slaves were subjected following their capture and subsequent voyage to the New World.

---Distribute dittoed outline maps of the Triangular Trade Route. Students should trace the route of the slave ships, label the countries involved, and note the products which were traded for slaves. (See Appendix for a master copy; a ditto master of the Triangular Trade Route may be found on page 1, The Story of Black America).

---Summarize this lesson by emphasizing these points:
--The great demand for slaves in the New World led to the destruction of many of the great civilizations of Africa.
--The enslavement of the African cut him off from his culture and destroyed his sense of identity.

---Add to the Glossary:

--Triangular Trade Route
--Middle Passage

---Begin a Time Line of important events in Negro history, beginning with the arrival of the first Negroes in the New World.

MAIN IDEA II: SLAVERY AND THE SLAVE EXPERIENCE HAVE HAD A MARKED EFFECT UPON THE POSITION OF BLACK PEOPLE IN AMERICA

COMPONENT IDEA Three: Resistance and rebellion of slaves were common during the Colonial and Post-Colonial periods in America.

BEHAVIORAL OBJECTIVES

Pupils will be able to:

1. list at least three major slave rebellions, their leaders, places of occurrence, and results.
2. write a brief essay on the effects of slavery upon an individual's feeling of self-worth.
3. describe the way of life of slaves on southern plantations.
4. compare slavery in the southern colonies with slavery in the northern colonies.
5. contrast the impact of slavery on slaves in English colonies with that of slavery in other times and other parts of the world.

SUGGESTED LEARNING ACTIVITIES

---Motivate interest in this lesson by asking the students: "Have you ever thought how it would feel to lose your freedom? What would it be like?"

List responses on chalkboard. Point out that Africans who were made slaves were from all walks of life; many were persons of high standing and advanced education, such as doctors, lawyers, and teachers. Lead the students to conclude that such injustice inevitably leads to resistance and attempts to escape the hated circumstances.

---Emphasize that the first Negroes brought to the English colonies were not slaves, but came as indentured servants. Explore the differences between indentured servitude and slavery.

---Have students read to find out about some of the major slave rebellions which took place in the West Indies and in the American colonies. Assign individual and/or group activities based on this problem. Plan a class presentation for sharing the information. A chart outlining the major rebellions would be an appropriate summary.

MAIN IDEA II - III
SUGGESTED LEARNING ACTIVITIES (continued)

---Read about the slavery system on southern plantations. The following questions may be used to guide the reading and investigation:

--What was life like for slaves?
--What general duties did slaves perform?
--What was the work schedule of a slave?
--What kinds of work was done by men? by women? by children?
--How were slaves treated by their owners? by plantation overseers?
--What were the two classes of slaves on plantations?

---Make a model or a mural of a southern plantation.

---Find out about slavery in the North. Compare it to slavery in the South.

---Introduce the concept that the attitude of North Americans toward slaves and slavery was very different form the attitude of people in other parts of the world. In ancient civilizations, slavery was thought to be an unfortunate circumstance from which persons could gain their release in various ways. In South America, the effect of slavery was quite different from that in North America. Much of the African culture survived in South America. Slavery carried very little stigma of inferiority in the Spanish and Portuguese colonies. It was regarded as a misfortune that could have happened to anyone. South American law gave slaves the right to acquire and hold property and to buy their own freedom at a fixed price. The master owned the man's labor and not the man himself. Laws were designed to protect the slave's status as a human being. Consequently, former slaves merged easily into the mainstream of the society.

A very marked contrast in attitude developed in the English colonies in North America. A theory flourished which convinced the whites that Negroes were inferior and incapable of freedom. Negroes were made to behave as if they were inferior, attempting to suppress their personalities and mentalities and even their desire for freedom. This theory, having been perpetuated from generation to generation, had a devastating impact upon the position of Negroes in American society.

MAIN IDEA II - III
SUGGESTED LEARNING ACTIVITIES (continued)

---Provide opportunity for students to do some creative writing. To develop empathy for the slave condition, suggest a topic such as - "If I Were a Slave." To help them get started, suggest they think about such things as:

--being taken forcibly from your home;
--being taken on a crowded ship to a strange land;
--being sold to a master who might not be kind;
--having to work all your life without being paid;
--knowing you could be sold and separated from your parents, or if you were grown, being separated from your husband, wife, or children;
--knowing that you might be a slave all your life.

---Continue the Time Line.

---Add to the Glossary:

--indentured servitude
--plantation
--planter
--overseer
--Toussaint L'Ouverture
--Gabriel Prosser
--Denmark Vesey
--Nat Turner

MAIN IDEA II: SLAVERY AND THE SLAVE EXPERIENCE HAVE HAD A MARKED EFFECT UPON THE POSITION OF BLACK PEOPLE IN AMERICA

COMPONENT IDEA Four: Many Negroes were active participants in the Revolutionary War and contributed to the development of the new nation.

BEHAVIORAL OBJECTIVES

Pupils will be able to:

1. state at least two reasons for the colonial uprising against England which led to the Revolutionary War.

2. match the contribution and/or achievement of selected Negroes of the Revolutionary War era with the names of these people, from a given list.

SUGGESTED LEARNING ACTIVITIES

---In order to increase understanding of the part Negroes played in the American Revolution, it will be helpful to look into the background events leading up to the colonial rebellion against England and the subsequent war for independence. Some topics for consideration could include:

--Restrictions placed on the colonists by England
--Navigation Act
--Stamp Act
--Boston Massacre

---Investigate the role of Negroes in the Revolutionary War. Explain to students that some joined the British Army, while others joined the Continental (Colonial) Army. Have students find out:

--reasons Negroes joined the respective Armies.
--the kinds of jobs assigned to Negro soldiers.
--the reluctance of the Continental Army to enlist Negroes.
--the success of Negroes as soldiers.
--plans for returning slaves to Africa.
--the status of free Negroes.

---Read about well-known Negroes of the Revolutionary Era. Students may wish to: report orally or in writing; dramatize segments of the lives of some of these people; make a booklet of biographies for the reading table; begin a Biographical

MAIN IDEA II - IV
SUGGESTED LEARNING ACTIVITIES (continued)

Dictionary. Some people who should be included are:

--Crispus Attucks
--Peter Salem
--Salem Poor
--Prince Whipple
--Austin Dabney
--Benjamin Banneker
--Phyllis Wheatley
--Paul Cuffe
--James Derham
--Richard Allen

---Add to the Glossary:

--taxation without representation
--Boston Massacre
--Sierra Leone

---Continue the Time Line

---Creative writing, creative dramatics, and art can help bring the slavery period and important people during this period alive. Students may write, act out, or through art work portray various situations and experiences involving the great Negro contributors of this time. Their drawings and writings could be displayed on a bulletin board.

MAIN IDEA II: SLAVERY AND THE SLAVE EXPERIENCE HAVE HAD A MARKED EFFECT UPON THE POSITION OF BLACK PEOPLE IN AMERICA

COMPONENT IDEA Five: The economic needs and development of the new American nation contributed to the postponement of freedom for slaves.

BEHAVIORAL OBJECTIVES

Pupils will be able to:

1. name at least two laws passed by the new United States Congress which dealt with the problem of slavery, briefly describing the provisions of each.
2. explain the relationship between certain inventions of the late 18th century and the slavery system.

SUGGESTED LEARNING ACTIVITIES

---Build background for understanding the difficulties faced by Negroes, both free and slave, following the Revolutionary War, by studying the decisions of the first Constitutional Convention related to slaves and slavery. Find out what these decisions were, what brought them about, and the results of these decisions.

---Develop the idea that the issue of slavery was an important one as the United States moved westward. Point out that Congress continued to make compromises to appease both those who were for slavery and those who were opposed to it. Discuss the major laws that were passed during the 1800's and their effect on the growing country.

---Read about the Dred Scott Case and discuss its implications.

---Report on Negroes who were active in the westward movement.

---Read about inventions of the late 1700's which brought about the need for more labor, which in turn firmly established the institution of slavery in the south. Give particular attention to the invention of a power spinning machine and loom by Samuel Slater and the invention of the cotton gin by Eli Whitney.

---If a booklet of biographies or a biographical dictionary was begun in the previous lesson, add the following people:

MAIN IDEA II - IV
SUGGESTED LEARNING ACTIVITIES (continued)

--Dred Scott
--George Bush
--James Beckwourth
--Barney Ford
--Eli Whitney

---Continue the Time Line

---On an outline map of the United States, label the slave and free states at the time the constitution was adopted. Mark all states admitted to the union up to 1860 and show the date for each. Color the slave states green and the free states blue.

The Transparency - Duplicating book, The Story of Black America, has a transparency which would be helpful to use in this activity.

---Continue creative dramatics, creative writing, and art activities.

---Add to the Glossary:

--The Fugitive Slave Law
--Missouri Compromise
--The Compromise of 1850
--The Kansas - Nebraska Act
--The Dred Scott Decision

MAIN IDEA II: SLAVERY AND THE SLAVE EXPERIENCE HAVE HAD A MARKED EFFECT UPON THE POSITION OF BLACK PEOPLE IN AMERICA

COMPONENT IDEA Six: A growing belief that slavery was morally wrong, led to a strong movement to abolish it; the antislavery or abolitionist movement was supported by many people - northerners, southerners, blacks, and whites.

BEHAVIORAL OBJECTIVES

Pupils will be able to:

1. correctly match the names of active abolitionists with the description of his/her activity or contribution to the movement, given a list of 10 names and descriptions.
2. explain the Underground Railroad system.

SUGGESTED LEARNING ACTIVITIES

--Present the following background information to pupils:

> During the first half of the 19th century, the institution of slavery varied in different parts of the country. It was firmly established in the South, where the system of slavery was closely tied to the way people made a living. In order for southern planters to raise large crops of cotton, tobacco, and sugar, they had to have a great deal of land. This meant they had to have many workers. The slave trade provided the workers, who were necessary to the continued prosperity of plantation owners. Naturally, then, southern land owners wanted to preserve the system of slavery.
>
> In the North, people did not depend on agriculture to make a living. Because of this, slavery did not develop to any great extent and was gradually abolished in northern states. Having developed an economy which did not depend on slave labor, northerners were freer to act against slavery than southerners whose money was tied up in the ownership of slaves.
>
> Also, in the North, were many free Negroes who were working together to improve conditions for all their people. Some of these people had once been slaves themselves.

MAIN IDEA II - VI
SUGGESTED LEARNING ACTIVITIES (continued)

During this same period, the dispute over slavery in the new territories was causing friction between people of the South and people of the North.

While all these things were taking place, an important movement was being organized - the antislavery or abolitionist movement. The word "abolitionist" comes from the word "abolish," which means "to do away with." Abolitionists, then, were people who wanted to abolish or do away with slavery and grant freedom to all slaves.

Many different kinds of people participated in this movement - whites and blacks from all sections of the country and from many walks of life.

---Divide the class into small groups to do research and make presentations about the activities of the abolitionists. Some names to include are:

Elihu Embree
John Fee
William Lloyd Garrison
James Birney
Wendell Phillips
Harriett Beecher Stowe
John Brown
David Walker
John Russwurm
Frederick Douglass
Sojourner Truth
Robert Purvis
James Forten
Harriett Tubman
William Still
Samuel Cornish

--One activity might be "Who Am I?" Individual students should prepare brief descriptions of the different abolitionists - read the descriptions to the class and let other students state who is being described.

---Read about the Underground Railroad and discuss. Emphasize the role of Harriett Tubman as the "Moses" of her people. Suggest that students imagine themselves as runaway slaves on the way north with Harriett Tubman; and write an imaginary description of nearly being caught.

---The Abolition Movement was a protest movement. Review some of the ways slaves had protested against their enslavement prior to the Abolition Movement. This will be a good time to examine the lyrics of Negro spirituals, such as "Let My People Go," and "Nobody Knows the Trouble I've Seen," which were songs of despair. Talk about the meanings which are suggested in the lyrics. Other songs, such as "Follow the Drinking Gourd," (the Big Dipper pointing to the North Star) and "River Jordan" were references to freedom on the Underground Railroad.

MAIN IDEA II - VI
SUGGESTED LEARNING ACTIVITIES (continued)

Students will enjoy singing these and other "spirituals."

---Provide books about some of the well-known abolitionists, such as Frederick Douglass and Harriett Tubman.

---Map activities, showing Underground Railroad routes, would give pupils a better concept of the regions involved in the efforts to free slaves.

---Make a list of arguments for slavery as the southern plantation owner saw it; make a list of arguments against slavery as the abolitionist saw it. This could be done in chart form for comparative purposes.

---Let a student pretend to be Harriett Tubman and make a brief speech such as she might have made at an abolitionist meeting. Another pupil could pretend to be Frederick Douglass and write an article calling for freedom of slaves such as he might have written for his abolitionist newspaper, The North Star.

---Continue the Time Line

---Add to the biography booklet and/or the biographical dictionary.

---Add to the Glossary:

--Underground Railroad
--Abolitionists
--Fugitive Slave Law

---Summarize the accomplishments and achievements of Negroes through the slavery era by constructing a chart, such as this example:

NAME	OCCUPATION	GOALS	ACCOMPLISHMENTS
1.			
2.			
3.			
4.			
5.			
6.			

---Have the class divide into two groups and informally debate the question:

Was it right for citizens to help slaves escape over the "underground railroad?" Point out that aiding fugitive slaves to escape was a violation of the Fugitive Slave Law. The moral issue involved in the right of a citizen to violate a law of which he disapproves is a very current question. Although intermediate grade students should not be expected to settle the question, they may benefit by considering it.

MAIN IDEA III: THE CIVIL WAR MARKED THE END OF SLAVERY AND THE BEGINNING OF THE BLACK MAN'S STRUGGLE TO GAIN THOSE HUMAN RIGHTS GUARANTEED BY THE CONSTITUTION OF THE UNITED STATES.

COMPONENT IDEA One: Slavery caused value conflicts among the American people.

BEHAVIORAL OBJECTIVES

Pupils will be able to:

1. contrast ways of life and ways of making a living in the South with that of the North during the pre-Civil War era.
2. discuss the role of the Negro in the Civil War.
3. explain the effects of the Emancipation Proclamation and the Thirteenth Amendment on the institution of slavery in America.

NOTE: The extent to which a teacher wishes to investigate the Civil War itself is left to the teacher's own discretion. This unit is intended primarily as a focus on the Afro-American rather than on American history, per se. Fifth-grade teachers may wish to go into a study of the Civil War in more depth, since the study of the United States is a part of the Fifth Grade Social Studies curriculum.

SUGGESTED LEARNING ACTIVITIES

---Review the differences that existed between the way of life in the South and that in the North. Include in this discussion the ideas each held in regard to slavery. These may be listed on the chalkboard in two columns for comparative purposes. Be sure that students understand that such occupations as manufacturing, shipping, and trading were connected with the northern states and that farming was the main occupation of the South. Lead students to conclude that it was these differences in ways of living and making a living which caused quarreling and disagreement between the two sections and, finally, a war.

---Investigate through reading, filmstrips, etc., the points of conflict between the North and South. Lead students to conclude that the question of slavery was only one of several issues over which there was much dispute, but eventually became the major issue and the one which led to war. Explain that several southern states broke away from the Union and formed a new country of their own, which was called the Confederate States of America, or the Confederacy. The northern states continued to be called the Union, or the United States. Use a map to help students visualize the geographical divisions of the two sections.

---Make two columns on a chart or the chalkboard - head one Confederate States and the other Union. List states under the proper heading.

---Divide the class into pairs to list the things Negroes did to help the Union during the Civil War. Then let the pairs form groups of four to consolidate their lists. Each group of four should select a student to report for the group. List the contributions of the group on the chalkboard. To facilitate the sharing, after the first group has reported, ask:

> How many groups had some of these items?
> Who has something different to add?

---The above activity may also be used to find out the ways in which Negroes contributed to the Confederacy during the Civil War.

---Arrange a bulletin board display of pictures of southern plantations, of fields of cotton, tobacco, rice, sugar cane, and indigo. Also arrange a bulletin board display of pictures of early Northern mills and factories, the fishing industry, shipbuilding, and small farms. In a discussion of the pictures, bring out the difference in the way of living in the two sections of the country. Students could make dioramas of these two regions.

---Have the class discuss the meaning of "emancipation" (the act of setting free) and "proclamation" (a formal public announcement), and relate these terms to the Emancipation Proclamation. You may wish to read this proclamation to the students and/or distribute ditto copies of the proclamation. Point out the limitations of the Proclamation, which ordered the freeing of slaves only in those states which had left the Union. On a desk outline map, direct students to shade in the areas where slavery was abolished by the Emancipation Proclamation. (See Appendix for a copy of the Emancipation Proclamation)

---Find songs and poems written about the Civil War and read or sing them in class. Two which were popular were "Dixie," the marching song of southern soldiers, and "The Battle Hymn of the Republic," written by Julia Ward Howe to give courage to Union soldiers.

---Have students read, view filmstrips, etc., to find out:

--How and when the slaves were freed
--What problems the slaves faced when they were free

Read the Thirteenth Amendment to the Constitution, a copy of which may be found in the Appendix.

---Report on Negro heroes of the Civil War period.

---Continue the Time Line and the biography booklet and/or biographical dictionary.

---Add to the Glossary:

Emancipation Proclamation
Seccession
Amendment

MAIN IDEA III: THE CIVIL WAR MARKED THE END OF SLAVERY AND THE BEGINNING OF THE BLACK MAN'S STRUGGLE TO GAIN THOSE HUMAN RIGHTS GUARANTEED BY THE CONSTITUTION OF THE UNITED STATES.

COMPONENT IDEA Two: The period of Reconstruction was a time of crisis and confusion in which the nation attempted to reunite itself.

BEHAVIORAL OBJECTIVES

Pupils will be able to:

1. specify the purposes, services, and achievements of the Freedmen's Bureau.
2. explain the provisions of the Fourteenth and Fifteenth Amendments to the Constitution of the United States.
3. match, from a given list, the names of Negroes with their contributions to the Reconstruction Government.

SUGGESTED LEARNING ACTIVITIES

---Consult references to find out about conditions after the Civil War.
Direct discussion with such questions as:

How was the condition of white people changed?
How was the condition of Negroes changed?
What forward steps were taken?
What problems remained to be solved?
What were the most important effects of the Civil War?

---Read to find out how the government went about helping the Negroes in the South adjust to freedom. Point out that the effect of sudden freedom on the slaves created great confusion and strife. Slaves were ill-prepared to provide for themselves and were suddenly homeless, jobless, and without any means of providing for their own needs. Discuss the organization called Freedmen's Bureau. Have students find out how this organization operated to help the former slaves. Talk about its successes and its failures.

---Read the Fourteenth and Fifteenth Amendments to the U.S. Constitution. Provide ditto copies if you wish (see Appendix). A committee can help the class understand these amendments, as well as the Thirteenth Amendment. Let them divide a sheet of poster board into two columns. In the first column list the three amendments. In the opposite column write phrases that tell what the amendments do or what they mean. (see example)

AMENDMENT	PROVISIONS
Thirteenth Amendment	--abolished slavery in the seceded states
Fourteenth Amendment	
Fifteenth Amendment	

---Study the provisions of the Reconstruction plan proposed by President Andrew Johnson. List these on the chalkboard or a chart. Discuss the results of Johnson's plan, both in terms of the freedmen and the political actions of white southerners.

---Read about the Reconstruction Act of 1867. Let a committee prepare a chart showing the provisions of the Act. Discuss the effect of these provisions on the political power of white southerners.

---Form committees to find out more about the lives and contributions of Negroes who served in government during this period. Groups may share this information with each other through reports, dramatizations, art work, tape recordings, scrapbooks, and bulletin board displays. Include such people as: Robert Smalls, Robert Elliott, P.B.S. Pinchback, Hiram Revels, Blanche Bruce, Johnathan Gibbs, and John R. Lynch.

---Display pictures of the above people. (see Bibliography for sources of pictures - and The Black Experience, Part II for a good transparency).

---Find out about the role of "carpetbaggers" and "scalawags" in the Reconstruction government.

---Present this situation to students:

> Imagine that you are a slave living in a southern state. The Civil War has ended. You are now working in the same state in which you were a slave. Write a description that will show how your present life is different from your life as a slave.

---Add to the Time Line.

---Continue the biographical dictionary and/or biography booklet.

---Add to the Glossary:

Freedmen's Bureau
Reconstruction
carpetbagger
scalawag

MAIN IDEA III: THE CIVIL WAR MARKED THE END OF SLAVERY AND THE BEGINNING OF THE BLACK MAN'S STRUGGLE TO GAIN THOSE HUMAN RIGHTS GUARANTEED BY THE CONSTITUTION OF THE UNITED STATES.

COMPONENT IDEA Three: As the Reconstruction period came to an end and government control was regained by white southerners, Negroes were denied most of their citizenship privileges.

BEHAVIORAL OBJECTIVES

Pupils will be able to:

1. compare the opportunities for political participation granted to Negroes during the Reconstruction era with those of the post-Reconstruction era, citing at least two situations designed to deny citizenship privileges.

2. explain the implications involved in "Jim Crow" laws and cite legislation dealing with racial segregation in the post-Reconstruction era.

SUGGESTED LEARNING ACTIVITIES

---Provide reading material, such as that found in The Black Experience, Part II, (especially pages 3-6) and other references related to the last part of the Reconstruction period. Have students read to find out about:

--changes which occurred as whites regained political control in the South.
--occurrences which reduced benefits of the Thirteenth, Fourteenth, and Fifteenth Amendments to the United States Constitution.
--interpretations of the Supreme Court which prevented Negroes from enjoying the rights of full citizenship.
--secret organizations which were formed in the South to discourage Negro participation in civic and political affairs. (Example: Ku Klux Klan)

---Introduce the term "segregation." Talk about what the word means. Discuss the various areas of life in which the separation of races became established: public facilities, schools, churches, etc. (The degree to which this concept is developed should be based on the age and maturity of a given group of students.)

MAIN IDEA III - III
SUGGESTED LEARNING ACTIVITIES (continued)

---Present the term "Jim Crow" as a synonym for racial segregation. Students may be interested in the origin of the term. This term was first used by a minstrel comedian, Thomas Rice, who sang a dialect song and danced to a tune which had these words:

Weel about and turn about
And do just so.
Every time I weel about
I jump Jim Crow.

---Discuss the historic Supreme Court case of 1896, known as Plessy vs. Ferguson. Preceding the discussion, a committee may be appointed to do research and present the findings to the class. Discussion should clarify for the students the effect of this decision on the position of the Negro in American society, socially and politically.

---Add to the Time Line and the biographical materials.

---Add to the Glossary:

segregation
"Jim Crow"
Plessy vs. Ferguson

MAIN IDEA III: THE CIVIL WAR MARKED THE END OF SLAVERY AND THE BEGINNING OF THE BLACK MAN'S STRUGGLE TO GAIN THOSE HUMAN RIGHTS GUARANTEED BY THE CONSTITUTION OF THE UNITED STATES.

COMPONENT IDEA Four: Negroes made significant contributions in many areas of life in the United States during the latter part of the nineteenth century.

BEHAVIORAL OBJECTIVES

Pupils will be able to:

1. participate in committee and group work, demonstrating the ability to cooperate with others in the planning and implementation of group work.

2. match, from a given list, a contribution and/or achievement with the name of the person who made it.

SUGGESTED LEARNING ACTIVITIES

---put up a display of pictures of Negroes of this period. (see Bibliography for sources)

---select committees to do research on well-known people of the late 1800's. These may be divided into categories, such as: The Arts; Inventors; Scientists; Educators; others of your choice.

---Plan a presentation based on the foregoing committee work. Suggest a variety of ways for sharing the findings: skits, dioramas, murals, charts, etc. Encourage each group to plan a visual accompaniment for its presentation. (The Black Experience, Part II, contains suitable reference materials and transparencies.)

---Add to the biographical materials.

---The following pages contain an activity which may be used as a game and/or an evaluation measure for Behavioral Objective 2.

MAIN IDEA III - IV
SUGGESTED LEARNING ACTIVITIES (continued)

A MATCHING GAME

Norbert Rillieux
Daniel Hale Williams
Booker T. Washington
Granville T. Woods
Edmonia Lewis
George Washington Carver
James Bland
Jan Ernest Matzeliger
Robert Duncanson
Elijah McCoy
Henry Ossawa Tanner
Paul Lawrence Dunbar

Each of the names in the list above matches one of the descriptions below. On the blank line after each description, write the name of the person that matches it.

1. I developed the Tuskegee Institute in Alabama which became the leading school of its time for Negroes. ____________________
2. I was an agricultural scientist. I found many different uses for peanuts and sweet potatoes, which greatly helped agriculture in the South. ____________________
3. I invented a machine which greatly improved the sugar refining process. ____________________
4. I made a device for oiling engines while they were running. It is still used today. ____________________
5. My invention made it possible to manufacture shoes much more rapidly. As a result, shoe exports increased by millions. A statue was erected in my memory in Lynn, Massachusetts. ____________________
6. Among my many inventions, the most dramatic was a telegraph system which made it possible to send messages to moving trains. ____________________
7. I became a well-known sculptress. ____________________
8. I was invited to read my poetry in England at the Diamaond Jubilee Celebration. ____________________

MAIN IDEA III - IV
SUGGESTED LEARNING ACTIVITIES (cont.)

9. My religious paintings may be seen in important art museums in the United States and Europe. ____________________

10. One of the songs I composed was adopted as the state song of Virginia. ____________________

11. My work in the field of medicine included the first successful heart operation on record. ____________________

12. I am remembered as a successful landscape artist, having studied abroad in England and Scotland. ____________________

MAIN IDEA IV.: IN THE SEARCH FOR EQUALITY IN AMERICAN SOCIETY, BLACK AMERICANS OF THE TWENTIETH CENTURY HAVE MADE SIGNIFICANT GAINS, WHILE CONTINUING TO MAKE NOTABLE CONTRIBUTIONS TO THE TOTAL WELFARE OF THE NATION.

COMPONENT IDEA One: In the early years of the Twentieth Century, three important developments affected Negro life in the United States.

BEHAVIORAL OBJECTIVES

Pupils will be able to:

1. cite three examples of major organizations established for the purpose of Negro advancement.
2. explain in written or oral form the effect of World War I on Negro citizens of the United States.
3. identify at least one outstanding Black American of the Harlem Renaissance Movement in each of the following fields: literature, art, music, and education, indicating a particular achievement or contribution of each identified individual.

SUGGESTED LEARNING ACTIVITIES

--The following information may be presented to the students as background for the study of Component Idea One.

As the Twentieth Century dawned, forces were at work which encouraged the Negro to continue to seek solutions to his problems. Many black leaders recognized the need for better education for their people. Also recognizing this need were some northern white religious denominations who contributed financially to the educational work of the Negro church in the South. Northern religious groups were instrumental in founding schools and colleges for Negroes in the South, which were open to people of all races but which usually attracted only black students. Public education in the South was segregated, with much less money spent on Negro schools than on white schools. Sub-standard conditions existed in buildings, equipment, and materials, while teachers' salaries were lower and school terms shorter in the schools for Negro students.

In other areas of life, black people existed in a separate but unequal society. Because of discrimination in the South, many southern Blacks left the farms and moved to cities in both the South and the North. Instead of finding improvement in their living conditions, they were forced to live in slums or were restricted to segregated neighborhoods. They were usually denied the use of public facilities such as parks and playgrounds, and were forced to use separate facilities such as restrooms and drinking fountains. They were forced by economic needs to accept menial and poorly paid jobs.

The frustrations which became a part of the daily life of the Negro caused many people, both black and white, to seek solutions to the Negro's condition by organizing protest groups. Three of the major groups were (1) the Niagara Movement; (2) the National Association for the Advancement of Colored People; and (3) the National Urban League.

The onset of World War I brought about a greater wave of migration to northern cities, where more job opportunities were available. Many Negroes also served in the armed forces, even though most were allowed to serve only in non-fighting units which were racially segregated.

Following the war, Negro population growth in the cities contributed to increased economic and social conflicts which led to violent racial clashes in many cities. It was a period of great unrest and violence.

Many individual Negroes spoke out on social problems in other ways. Through literature, music, and art, a new kind of protest emerged. The period of the 1920's gave birth to the Harlem Renaissance Movement (sometimes referred to as the Black Renaissance and the Negro Renaissance), which established a respect for a large number of gifted and talented people who have contributed in a very significant way to the cultural life of our country.

--Divide the students into six study groups. Group 1 should compile information about the three protest groups discussed in the background information: the Niagara Movement, the NAACP, and the National Urban League. Group 2 should investigate the role of the Negro in World War I and the post-World War I period, Group 3 may compile information on Harlem Renaissance writers; Group 4, Harlem Renaissance artists; Group 5, Harlem Renaissance musicians; and Group 6, Harlem Renaissance educators. Assist students in setting up a plan of study and action, in dividing responsibilities, in locating resource materials available for use, and in planning for group presentations to the rest of the class. The unit outline could be adapted for student use in developing their ideas. Refer to the Appendix for resource materials, as well as the District I Calendar Packets. Whenever possible, obtain examples of the literature, art, and music which grew out of this period. Encourage students to relate the themes of these artistic expressions with the overall message of the protest movement. This will be a very appropriate time to participate in singing and listening to the variety of musical offerings which became popular during this period and which remain so even today. By all means, include spirituals and jazz. Since many of the musicians of the Harlem Renaissance period are living and performing today, this activity will no doubt appeal to students.

--to summarize the group work, charts such as the following may be constructed:

PROTEST GROUPS OF THE EARLY TWENTIETH CENTURY

	NIAGARA MOVEMENT	NAACP	NATIONAL URBAN LEAGUE
Prominent Black Leader(s)			
Goals of the Organization			
Methods of Operation			
Achievements			

THE HARLEM RENAISSANCE

	NAMES	MAJOR WORKS OR CONTRIBUTIONS
WRITERS		
ARTISTS		
MUSICIANS		
EDUCATORS		

--Display pictures of the people of this period.

--Read examples of poetry written by James Weldon Johnson, Langston Hughes, Countee Cullen, and others.

--A game which may add interest is called "Name the Music Form." This game will help students recognize various forms of music typical of the Afro-American. You will need taped or recorded examples of these various forms. Divide the class into equal groups. Using the examples you have collected, such as jazz, blues, spirituals, etc., alternately have a student in each group try to identify the type of music being played. The team to score the most correct responses wins. You might also want the student to identify a person prominent in that particular field of music.

--Add to the Time line.

--Continue the biographical dictionary and/or biography booklet.

--Add to the Glossary:
Renaissance

MAIN IDEA IV: IN THE SEARCH FOR EQUALITY IN AMERICAN SOCIETY, BLACK AMERICANS OF THE TWENTIETH CENTURY HAVE MADE SIGNIFICANT GAINS, WHILE CONTINUING TO MAKE NOTABLE CONTRIBUTIONS TO THE TOTAL WELFARE OF THE NATION.

COMPONENT IDEA Two: The period of the Great Depression in the United States created obstacles to the progress and advancement of Black Americans.

BEHAVIORAL OBJECTIVES

Pupils will be able to:

1. compare the effects of the Great Depression on Negroes to that of other Americans.
2. cite examples of Negroes who served as public officials during the Depression years.

SUGGESTED LEARNING ACTIVITIES

--Explain to students the economic conditions of the United States which preceded the era of the Great Depression. Point out that after World War I, the country began to prosper. The 1920's have been called a golden era. The over-all attitude of the people was one of gaity and fun-seeking. Henry Ford put the "Model T" on the road, "flaming youth" revolted against the more sober standards of the prewar era, and women gained a new freedom. When Herbert Hoover became President in 1929, the future looked promising. Unfortunately, the Congress passed a law raising the tariff on foreign trade to an extremely high level. Foreign nations protested this move and retaliated by immediately raising their tariffs. The results were disastrous and the United States suffered the worst business crash in its history. The stock market crashed in the fall of 1929.

(Explain that stock is a share in a company. A person who buys stock gives a company money to help run its business. This person then receives part of the profits of the company in which he holds stock. Companies that have stock for sale list their stocks on the "Stock Market." People interested in buying stock can choose which company they want to invest in by reading the stock market listings. Many people bought stock on margin, which meant they paid only a portion of the cost, hoping to sell and make a profit before having to pay the full value. When the value of the stocks fell suddenly, people who had bought on credit could not pay what they had promised. Almost everyone lost their stock investments.) Millions of persons lost every cent they owned. Banks and businesses failed, factories were forced to close, and foreign trade came almost to a stop. By 1931, 12,000,000 Americans were out of work. "Soup Kitchens" were set up in cities to feed the hungry. The Hoover administration created some programs to try to help the economy, but the Depression continued. The country demanded a political change and in the next presidential election, the Democratic nominee, Franklin D. Roosevelt, won an overwhelming victory over Republican Herbert Hoover.

--Assign a committee to do further research on the Depression Years, with emphasis on the effects upon Negro citizens related to unemployment, government relief, job opportunities, and money problems. The committee should also investigate some of the basic ideas in Roosevelt's New Deal program for getting people back to work and restoring the nation's economy. (The unit outline lists some of these). Provide a period for the committee to present their information to the class. Encourage the students to use pictures, posters, transparencies, etc., to illustrate their report. They may be able to include some dramatization in their report, such as setting up a "Soup Kitchen" to emphasize one of the ways organizations tried to help destitute people during this time.

--Assign a committee or individuals to report on certain Negroes who were prominent in Roosevelt's "New Deal" administration. Include Mary McLeod Bethune, William Hastie, Dr. Robert Weaver, and the group appointed by Roosevelt who came to be known as the "Black Cabinet." Using pictures, posters, charts, and transparencies (sources of some are listed in Bibliography) will make the reports more vivid.)

--The work of Asa Philip Randolph, a well-known black labor leader, is important to the progress of the Negro in America. Select a student to make a report to the class on his work and contributions.

--Add to the Time Line.

--Add to the biographical materials.

--Add to the Glossary:

New Deal
Stock
Stock Market
Depression

Will of Mary McLeod Bethune

My Last Will and Testament

Sometimes I ask myself if I have any legacy to leave. My worldly possessions are few. Yet, my experiences have been rich. From them I have distilled principles and policies in which I firmly believe. Perhaps in them there is something of value. So, as my life draws to a close, I will pass them on to Negroes everywhere in the hope that this philosophy may give them inspiration. Here, then, is my legacy:

I LEAVE YOU LOVE. Injuries quickly forgotten quickly pass away. Personally and racially, our enemies must be forgotten. Our aim must be to create a world of fellowship and justice where no man's color or religion is held against him. "Love thy neighbor" is a precept which could transform the world if it were universally practiced. It connotes brotherhood and to me, brotherhood of man is the noblest concept of all human relationships. Loving your neighbor means interracial, interreligious, and international.

I LEAVE YOU HOPE. Yesterday, our ancestors endured the degradation of slavery, yet they retained their dignity. Today, we direct our economic and political strength toward winning a more abundant and secure life. Tomorrow, a new Negro, unhindered by race taboos and shackles, will benefit from this striving and struggling.

I LEAVE YOU A THIRST FOR EDUCATION. More and more, Negroes are taking full advantage of hard-won opportunities for learning, and the educational level of the Negro population is at its highest point in history. We are making greater use of the privileges inherent in living in a democracy. Now that the barriers are crumbling everywhere, the Negro in America must be ever vigilant lest his forces be marshaled behind wrong causes and undemocratic movements....He must not lend his support to any group that seeks to subvert democracy.

I LEAVE YOU FAITH. Faith is the first factor in a life devoted to service. Without faith, nothing is possible. With it, nothing is impossible. Faith in God is the greatest power but great faith, too, is faith in oneself. The faith of the American Negro in himself has grown immensely, and is still increasing. The measure of our progress as a race is in precise relation to the depth of the faith in our people held by our leaders.

I LEAVE YOU RACIAL DIGNITY. I want Negroes to maintain their human dignity at all costs. We, as Negroes, must recognize that we are the custodians as well as the heirs of a great civilization. As a race, we have given something to the world, and for this we are proud and fully conscious of our place in the total picture of mankind's development.

I LEAVE YOU A DESIRE TO LIVE HARMONIOUSLY WITH YOUR FELLOW MEN. The problem of color is world wide, on every continent. I appeal to all to recognize their common problems, and unite to solve them. So often our difficulties have made us supersensitive and truculent. I want to see my people conduct themselves in all relationships, fully conscious of their responsibilities and deeply aware of their heritage. We are a minority of fifteen million living side by side with a white majority of 177 million. We must learn to deal with people positively and on an individual basis.

I LEAVE YOU FINALLY A RESPONSIBILITY TO OUR YOUNG PEOPLE. Our children must never lose this zeal for building a better world. They must not be discouraged from aspiring to greatness, for they are to be the leaders of tomorrow. We have a powerful potential in our youth, and we must have the courage to change old ideas and practices so that we may direct their power toward good ends.

Faith, courage, brotherhood, dignity, ambition, responsibility--these are needed today as never before. We must cultivate them and use them as tools for our task of completing the establishment of equality for the Negro. We must sharpen these tools in the struggle that faces us and find new ways of using them. The Freedom Gates are half ajar. We must pry them fully open.

If I have a legacy to leave my people, it is my philosophy of living and serving. As I face tomorrow, I am content. I pray now that my philosophy may be helpful to those who share my vision of a world of peace.

(From Mary McLeod Bethune by
Rackham Holt. Doubleday and
Company, Inc., Garden City,
New York, 1964)

MAIN IDEA IV: IN THE SEARCH FOR EQUALITY IN AMERICAN SOCIETY, BLACK AMERICANS OF THE TWENTIETH CENTURY HAVE MADE SIGNIFICANT GAINS, WHILE CONTINUING TO MAKE NOTABLE CONTRIBUTIONS TO THE TOTAL WELFARE OF THE NATION.

COMPONENT IDEA Three: Black Americans gave strong support to World War II efforts, both on the battlefield and on the domestic front.

BEHAVIORAL OBJECTIVES

Pupils will be able to:

1. compare the status and the recognition of black Americans in the World War II effort with that of World War I.

SUGGESTED LEARNING ACTIVITIES

--Provide whatever background information about World War II and its causes that you consider necessary for your particular group of students.

--Using information from the outline and/or other sources, such as the picture series Black America Yesterday and Today (see Bibliography), discuss with students the changes which took place in the different branches of service related to segregation.

--Tell the story of Dorie Miller or select a student to do this.

--Look up information about black military men who made important contributions to the war effort.

--Discuss the role of black Americans who contributed to the war effort at home. Bring out some of the problems encountered by Negroes when they moved to the cities: housing, wages, and discrimination, for example. Lead the students to understand how these conditions laid the groundwork for later protest and revolt.

--Project Frames 7 and 8 of the filmstrip, "The Story of Black America," (Instructo Corporation), after the preceding activity.

--Add to the Time Line.

--Add to the biographical materials.

MAIN IDEA IV: IN THE SEARCH FOR EQUALITY IN AMERICAN SOCIETY, BLACK AMERICANS OF THE TWENTIETH CENTURY HAVE MADE SIGNIFICANT GAINS, WHILE CONTINUING TO MAKE NOTABLE CONTRIBUTIONS TO THE TOTAL WELFARE OF THE NATION.

COMPONENT IDEA Four: The Civil Rights Movement in the United States is an organized effort to end racial discrimination and to gain equality for black Americans.

BEHAVIORAL OBJECTIVES

Pupils will be able to:

1. name three factors which influenced black Americans to make stronger protests, following World War II, against discrimination and injustice.

2. identify at least three of the major protest organizations and state one specific achievement of each identified group.

3. summarize the results of the Supreme Court decision in the case of Brown vs. the Board of Education of Topeka.

SUGGESTED LEARNING ACTIVITIES

--Initiate discussion by asking students for their definitions of civil rights. List these on the chalkboard. After the students' ideas have been listed, distribute dittoed copies of page 5, "What Are Civil Rights?" from The Story of Black America (Instructo Corporation), if you can obtain this. Have students read this material and complete the suggested activity on the page. Then project the transparency, "Ways of Achieving Civil Rights", from this same book. Clarify ideas when/if necessary.

--In developing this section on Civil Rights and the Civil Rights Movement in the United States, review with students the changes which occurred in the lives of thousands of black Americans during World War II:

the migration to the large cities; employment in industry; and war service. Point out that these changes had a continued impact in the post-war years, as Negroes became more active in their struggle against racial injustice. Encouraged by government efforts to do away with segregation practices, Negroes organized their own efforts through a number of protest groups.

--List on a chart or on the chalkboard the three factors which had a strong influence on the protest movement (see outline).

--Divide students into groups to do research and make presentations on the following topics:

- -The National Association for the Advancement of Colored People (include case of "Brown vs. Board of Education of Topeka.") (NAACP)
- -The Montgomery Improvement Association
- -The Southern Christian Leadership Conference (SCLC)
- -The Student Non-Violent Coordinating Committee (SNCC)
- -The Congress on Racial Equality (CORE)
- -The Black Muslims
- -The 1963 March on Washington
- -The Civil Rights Act of 1964
- -The Black Reparations Movement

--Give general guidelines to the groups for their research assignments:

- -Name of organization, group, or movement
- -Date of founding and brief history of group
- -Persons of leadership in group
- -Purposes and goals of group
- -Major efforts and achievements
- -Problems related to efforts and achievements
- -Present-day status of groups (active, inactive, etc.)

--Plan one or more class periods for study groups to present their findings to the class. Encourage students to use visual aids, dramatization, etc., in their presentations. For example, the group studying the 1963 March on Washington could include Martin Luther King's speech, "I Have a Dream."

--If possible, obtain a copy of the record, "The Sit-in Story" (see Bibliography). The committee reporting on SCLC could use this in their presentation. This record includes interviews with Martin Luther King,Jr., and Ralph Abernathy and deals with the goals and achievements of the sit-in movement.

--Summarize the information from the presentations in chart form. See the example below.

ORGANIZATIONS AND GROUPS OF THE PROTEST MOVEMENT

Organization or Group	Purposes and Goals	Leaders	Major Achievements

--Add to the biographical materials.

--Add to the Time Line.

--Add to the Glossary:

civil rights
reparations

MAIN IDEA IV: IN THE SEARCH FOR EQUALITY IN AMERICAN SOCIETY, BLACK AMERICANS OF THE TWENTIETH CENTURY HAVE MADE SIGNIFICANT GAINS, WHILE CONTINUING TO MAKE NOTABLE CONTRIBUTIONS TO THE TOTAL WELFARE OF THE NATION.

COMPONENT IDEA Five: Black Americans have built successful careers in every field of American life.

BEHAVIORAL OBJECTIVES

Pupils will be able to:

1. give at least one specific example of a well-known black American in each of the following fields: government, law, politics, literature, art, music, entertainment, sports, journalism, business, and religion.

2. contribute to group planning and reporting, working cooperatively with group members.

3. recognize the worth of every individual, as demonstrated by discussion, role-playing, open-ended story completion, and behavior toward peers and toward adults.

SUGGESTED LEARNING ACTIVITIES

--Put up a bulletin board display of pictures of contemporary black Americans in various fields of work (see outline). A good source of pictures is available from Afro-Am Publishing Company (see Bibliography).

--Divide students into groups to plan reports on black Americans in the areas suggested in Behavioral Objective 1. (Add others of your choice, if desired). Appropriate information may be found in The Story of Black America (Instructo Corporation).

--Present examples of literature, art, and music of contemporary black Americans.

--Obtain copies of Ebony, Jet, and Negro Digest for current information and pictures.

MAIN IDEA IV: Five - SUGGESTED LEARNING ACTIVITIES (CONTINUED)

--Introduce the term, "Black is Beautiful." Ask students for their ideas about the meaning of the term and possible reasons for its use. Lead them to consider why the term was originated and what it means to black people. The discussion should bring out that in the days of slavery, black people lost their feelings of pride in their heritage and in their culture - in fact, were made to feel ashamed of these things. In recent years, however, there has been a revival of interest in the rich culture of the past and black people are becoming increasingly aware and proud of themselves and their backgrounds. This pride is being demonstrated by many people who have adopted hair fashions, clothing styles, and customs from the African background.

--Summarize the group findings in chart form.

--Construct a "Matching Game" activity, using the names and achievements of black Americans studied by the groups.

--Find stories that have themes related to the importance and worth of people. Read and discuss these stories together. The following references have suitable stories for role-playing, dramatizations, discussion, and values clarification:

American Book Company:

I Aim, Ask, and Act
I Build, Belong, and Believe
I Can, Compete, and Care
I Do, Dare, and Dream
I Earn, Explore, and Excel
I Find, Follow, and Finish

Steck-Vaughn Company:

Values to Share - p. 99, "A Tryout for Jackie."

Science Research Associates:

Dimensions Series: We Are Black
A kit of 120 reading selections, each focusing on a personality, some contemporary and some historical; some prominent and some little known. Includes anecdotes, essays and biographical sketches.

--Complete the Time Line.

--Complete the biographical materials.

SUGGESTED CULMINATING ACTIVITIES

Culminating activities are those activities which serve to summarize, review, and reinforce the main ideas and concepts which the unit is designed to teach. Each student should participate in the culminating activities. Following are some suggestions:

1. Complete the time line and the biographical materials which were a part of the on-going unit and use these materials as the basis for a recall of principal events and concepts dealt with in this unit of study.

2. Divide the class into two groups. Have each group prepare a list of questions based on a designated section or sections of the unit. One group may then ask the other group to answer the chosen questions, repeating the procedure with the second group. Points may be given for correct answers.

3. Committees may plan a program in which they present activities engaged in during the unit. This might include art work, dramatizations, singing, chart summaries, posters, dioramas, maps, murals, etc.

4. Plan a "What's My Name?" review. Each student will choose a personality from the unit and for the review he will "be" that personality. The student will prepare a brief sketch of the person and his or her contributions (or other relevant information), without giving the person's name. The other students will try to determine, from the clues given, the identity of the person. Guide students in their selections so that each period of history is represented and so that there is no duplication of choices.

5. Invite another class to visit the classroom to view activities and projects related to the unit; or have students gather all of the material from the unit and set up a display in the hall for others to see.

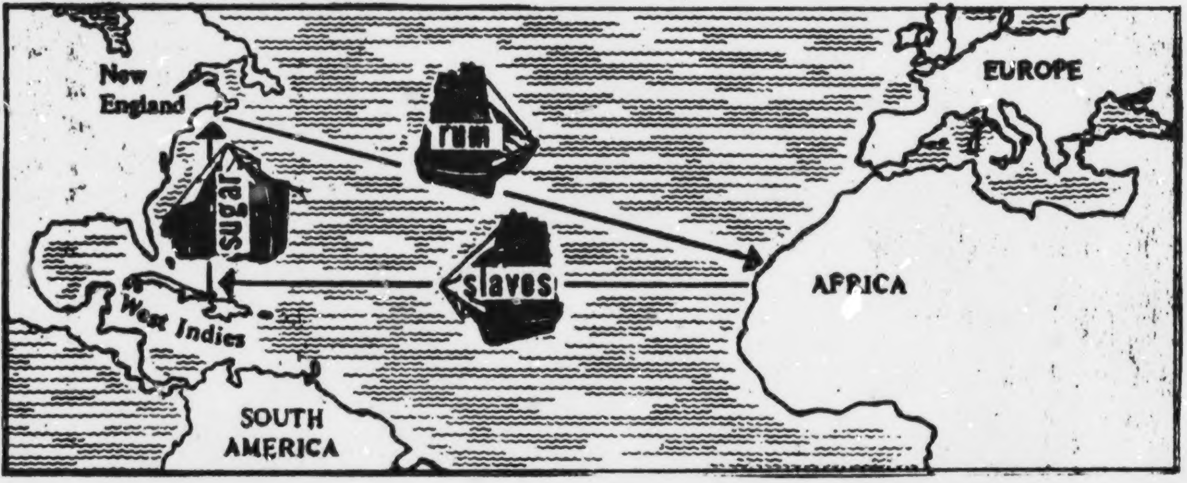
NOTE: A good culminating activity has three characteristics:

a. It brings together the basic learnings of the unit;
b. It allows the widest possible range of pupil contribution;
c. It requires the application and use of learnings gained in the unit of study.

APPENDIX

SLAVE TRADING

Many of the slaves brought into the colonies did not come directly from Africa. They were brought to the West Indies and later shipped to the colonies. Slaves were brought to the West Indies along the Triangular Trade Route.


New England
rum
EUROPE
sugar
slaves
AFRICA
West Indies
SOUTH AMERICA

THE TRIANGULAR TRADE ROUTE

In the Triangular Trade Route, sugar from the ________________ was sent to ___________________.

The sugar was used to make rum. Rum was sent to _____________ and exchanged for slaves.

The slaves were then taken to _____________________.

EMANCIPATION PROCLAMATION

JANUARY 1, 1863

". . . On the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State, or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, or any of them, in any efforts they may make for their actual freedom . . . And I further declare and make known that such persons of suitable condition will be received into the armed service of the United States to garrison forts, positions, stations and other places, and to man vessels of all sorts in paid service. And upon this act, sincerely believed to be an act of justice, warranted by the Constitution upon military necessity, I invoke the considerate judgment of mankind and the gracious favor of Almighty God. In witness whereof, I have hereunto set my hand, and caused the seal of the United States to be affixed. Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and of the independence of the United States, the eighty-seventh."

Signed,

A. Lincoln

AMENDMENT 13. SLAVERY IS ENDED (1865)

Section 1.

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist to their jurisdiction.

Section 2.

Congress shall have power to enforce this article by appropriate legislation.

President Lincoln's Emancipation Proclamation of 1863 had ordered only the freeing of the slaves in the Confederate States. The Thirteenth Amendment freed all slaves in all states and territories.

AMENDMENT 14. CITIZENSHIP DEFINED (1868)

Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

AMENDMENT 15. RIGHT OF SUFFRAGE (1870)

Section 1.

The right of citizens of the United States to vote shall not be denied or abridged by the United States or any State on account of race, color, or previous condition of servitude.

Section 2.

The Congress shall have power to enforce this article by appropriate legislation.

WHO AM I?

Description	Name
"My abolitionist newspaper, The Liberator, caused many people to become opposed to slavery."	(William Lloyd Garrison)
"I was a former slave who became a famous newspaper publisher and a leader of the abolitionists."	(Frederick Douglass)
"I was a black preacher in Virginia, and in 1831 I led a revolt against slave owners."	(Nat Turner)
"Working as a member of the Underground Railroad, I was personally responsible for the freedom of hundreds of my fellow blacks."	(Harriett Tubman)
"My book, Uncle Tom's Cabin, turned many people against slavery."	(Harriet Beecher Stowe)
"When I issued the Emancipation Proclamation, it caused many to support the North in the Civil War."	(Abraham Lincoln)
"Although I was hanged for my actions at Harper's Ferry in 1859, my memory became a cause for more opposition to slavery."	(John Brown)
"I was called the father of the blues. Among my compositions was 'The St. Louis Blues,' which became world famous."	(W. C. Handy)
"I told the world about my dream - a dream that someday all Americans will be equal. I made my speech in Washington, D.C."	(Martin Luther King)

LIFT EVERY VOICE and SING

Lift every voice and sing
till earth and heaven ring,
Ring with the harmonies of Liberty:
Let our rejoicing rise
High as the listening skies,
Let it resound loud as the rolling sea.
Sing a song full of the faith
    that the dark past has taught us,
Sing a song full of the hope
    that the present has brought us,
Facing the rising sun of our new day begun
Let us march on till victory is won.
Stony the road we trod,
Bitter the chastening rod,
Felt in the days when hope unborn had died:
Yet with a steady beat,
Have not our weary feet
Come to the place for which our fathers sighed?
We have come over a way
    that with tears has been watered,
We have come, treading our path
    through the blood of the slaughtered,
Out from the gloomy past
Till now we stand at last
Where the white gleam of our bright star is cast.

God of our weary years,
God of our silent tears,
Thou who has brought us thus far on the way;
Thou who has by Thy might
Led us into the light,
Keep us forever in the path, we pray.
Lest our feet stray from the places,
    our God, where we met Thee,
Lest, our hearts drunk with the wine
    of the world, we forget Thee;
Shadowed beneath Thy hand,
May we forever stand.
True to our God,
True to our native land.

James Weldon Johnson

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A handbook of Black Studies techniques for the classroom teacher--suggestions for activities on self-concept, Black History, Africa, Famous Black People, and other topics.

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Interesting stories about Negro explorers, Mountain Men, soldiers, cowboys, and others who helped open up the West.

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Twenty-four tales from the African continent, brimming over with the humor, cunning and native wisdom of the African people.

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The life story of a great man who lived in Lincoln's time, grew up as a slave, and then escaped. The story tells how he worked so that all people might be free and equal.

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L. P. Record Album, Filmstrip and Script. Little-known facts about outstanding Black men and women in the nation's history. $5.00

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L. P. Record Album, Filmstrip, and Script. The Life and times of a great American, born a slave, who struggled for the cause of Emancipation. $5.00

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L. P. Record Album, Filmstrip, and Script. The story of the black man's struggle for equal educational opportunities. $6.50

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Story of lunchroom demonstrations and civil rights - interviews with Dr. Martin Luther King, Jr., and Dr. Ralph Abernathy.

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Audio-Visual Materials (continued)

Imperial International Learning Corporation, *Black Heritage*. Box 548, Rt. 54 South, Kankakee, Ill. 60901, 1970.

A series of 28 cassette tapes containing biographies of Black Americans who have made important contributions to American life and culture. Student activity booklets accompany each tape.

Kidd, Paul R., *Discovering Black Africa*. Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Ill. 6061

A set of four full-color 35 mm. sound filmstrips:
"Africa: Cradle of Mankind"
"Africa Arts and Crafts"
"The Religions of Black Africans"
"A New Day in Africa"

A
Society for Visual Education, *Black Folk Music in America*. SVE/Singer, 1345 Diversey Parkway, Chicago, Ill. 60614.

Set of four sound filmstrips:
"Songs of Slavery"
"Black Songs of the Civil War"
"Black Songs After the Civil War"
"Black Songs of Modern Times"

Picture Sets

Carry, Helen Ward and Levi Lathen, *Black America Yesterday and Today*. David C. Cook Publishing Co., School Products Division, 850 N. Grove Ave., Elgin, Ill. 60120 ($3.95)

Twenty full-color pictures depicting Black American history and major accomplishments; Teacher manual.

Durham, Joseph T., *Black America's Struggle for Equal Rights*. David C. Cook Publishing Co., School Products Division, 850 N. Grove Ave., Elgin, Ill. 60120 ($3.95)

Twenty full-color pictures dealing with abolition, exodus to the cities, reconstruction, depression, and other important events; Teacher manual.

Chernow, Fred B. and Carol Chernow, *Study Posters on Negro History*, *Sets I and II*. The Continental Press, Inc., Elizabethtown, Pennsylvania, 1968.

Prints of black contributors to American history and progress - correlated with *Reading Exercises in Negro History*, Vol. 1 and Vol. 2.

Dank, N. R. and Nellie R. Bright, *Negroes in the Arts, 18th and 19th Centuries* (Compile-A-Topic No. 13), DCA Educational Products, Inc., Philadelphia, Pa. 19144, 1970.

Dank, N. R. and H. Viscount Nelson, *Black Americans in U. S. Wars* (Compile-A-Topic No. 8). DCA Educational Products, Inc., Philadelphia, Pa. 19144, 1969.

Dank, N. R. and Jennifer Seder, *Early African Civilizations* (Compile-A-Topic No. 4), DCA Educational Products, Inc., Philadelphia, Pa. 19144, 1969.

Compile-A-Topics are packets of documents and pictures which may be used for bulletin board displays, small-group project materials, and as reference resources.

Picture Sets (continued)

Reid, William, *Posters on African Art*. J. Weston Walch, Publisher, Portland, Maine 04104, 1970.

Set of eighteen posters showing the traditional African art of the past several centuries.

Winslow, Evelyn, Afro-Am Portfolios. Afro-Am Publishing Co., Inc., Chicago, Ill. 60616.

Study Prints of black contributors to American history and progress:
Portfolio #1 - *Negroes in Our History*
#2 - *Modern Negro Contributors*
#3 - *Negroes of Achievement*
#4 - *Science and Invention*
#5 - *Business and Professions*
#6 - *Religion and Education*
#7 - *Fighters for Freedom*
#8 - *Champions of Human Rights*
#9 - *Government and Judicial*
#10- *Writers*

STUDENT EVALUATION FORM

CODE:
1 - Always 3 - Sometimes
2 - Usually 4 - Never

Name ______________________________

____
Homebase Teacher

Directions: Place the appropriate code number shown above in the blocks following each item. When the student has completed each activity, that teacher will evaluate him according to the code. The form then goes with the student to his next activity.

	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6
Participated in class discussion						
Worked on projects						
Participated in committe work						
Used research and reference materials as needed						
Made oral and/ or written reports						
Applied facts to form generalizations and conclusions						
Demonstrated leadership in group interaction						
Respected the opinions and viewpoints of other group members						
Followed directions promptly						
Made good use of time						
Completed assignments						
Worked well with others						
Worked without disturbing others						